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ABSTRACT

This study attempted to identify the orientation procedures which contribute to helping high school students become acquainted with the vocational-technical institutes (VTIs) in Maine. To accomplish this objective a number of school counselors at 19 high schools and the VTI personnel at the six VTIs in the State were interviewed and a random sample of 10% of tenth, eleventh, and twelfth grade students and 1400 VTI students were surveyed. The VTI student survey gathered data about sources of information influencing choice of VTIs and the value of these sources. The high school students were surveyed concerning awareness of the VTIs in Maine and information sources contributing to that awareness. Interviews with counseling and VTI personnel sought opinions and suggestions about orientation procedures. As a result of the surveys, a series of suggestions concerning orientation procedures are offered for school counselors and post high school personnel to enhance a cooperative effort. The results are presented and analyzed and a summary statement is provided. It is noted that although several influential sources were more frequently cited than others, the general conclusion was that no single procedure constitutes orientation. The report includes a bibliography and sample survey instruments. (NJ)

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FINAL REPORT

A REVIEW OF EFFECTIVE COUNSELING PROCEDURES UTILIZED TO ORIENT SECONDARY SCHOOL STUDENTS WITH VOCATIONAL-TECHNICAL INSTITUTE PROGRAMS IN MAINE

Conducted Under Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State Department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Department of Educational and Cultural Services position or policy.

Edward G. Johnson, Jr., Project Director
College of Education
University of Maine
Orono, Maine 04473

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To conduct this study has required the cooperation of many individuals and this cooperation was provided the project director by all those who participated in the study, and thanks go to them across the state. Special thanks go to the planning committee; those individuals who reviewed the proposal and the questionnaires; the Vocational-Technical Institute Directors and staff members who agreed to spend time with the project director discussing orientation procedures and arranging for VTI students to have an opportunity to participate in the study; the school counselors who also spent time discussing orientation procedures and arranged for their students to participate in the study; the many teachers in the schools and VTIs who allowed time from their classes so the students could complete the questionnaires; the presenters at the Orientation Workshop; the secretary who typed the many letters, provided the forms and finished the final report; a graduate student who compiled the information which was collected; to the evaluator of the report; and finally to the many high school and VTI students who completed the questionnaires to make this report a reality.

Thanks to all.

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Introduction

This study was conducted in a effort to try and identify the orientation procedures perceived to be effective in helping students become acquainted with the educational opportunities at the Vocational-Technical Institutes (VTIs) of Maine. A previous study of students attending the VTIs (1975) included personal interviews with approximately five percent of the student population and it was found that most students learned about the VTIs through their high school counselor and through their friends. While this is an important observation, the present study was developed to identify more specific detail on the orientation process from a larger portion of the VTI population as well as from high school students, school counselors and VTI personnel.

The Problem and the Need for the Study

If high school students are to take full advantage of the educational programs offered by the Vocational-Technical Institutes (VTIs) in Maine, it is essential they be provided adequate orientation to the programs. This study was designed to determine the present status of orientation procedures and to provide suggestions which schools and VTIs might consider for increasing the effectiveness of orientation procedures.

The above statement was provided in the project proposal in establishing a rationale for this study. To be informed is part of the process involved in decision-making. Unless one is sufficiently aware of self and the various available alternatives

and options, the decision-making process can be thwarted, or at least not fully realized.

It must be pointed out that orientation is not conceived of in this study as merely providing information, per se. While information is a vital aspect of the orientation process, career and and educational orientation is a dynamic and developmental process which utilizes an action-oriented, multi-faceted approach and involves many individuals in the implemention of it. It is a "person-oriented" experience.

With the development of career education in America there has been an increased awareness of the need to provide all students with an opportunity to become aware of the world of work and the opportunities for them in that world. Demands are being placed upon educators at all levels to help students through career awareness, career exploration and career preparation to learn about themselves and the world of work.

Many people are pointing out the need for helping students gain increased career awareness and have identified the responsibilities of educators to help in this process, part of which involves helping to provide increased orientation experiences for students. In the Chapter on Related Literature a number of these citations of need are pointed out.

In the Sixth Annual Report of the Maine Advisory Council on Vocational Education are several recommendations which directly relate to the study under consideration. A summary of those recommendations is found in the '75 MACVE Digest and include:

5. The State Board of Education should adopt a policy which supports the development and implementation

of a statewide effort aimed at effective career awareness for all levels of public education, and

6. Hand in hand with the above recommendation MACVE further calls for the State Board to undertake a similar effort to reorient guidance counseling and teaching toward the career information needs of students and toward a greater awareness of the world of work itself. Such an effort should pay particular attention to those revisions of guidance counselor and teaching certification standards and training programs which may be necessary to effect this reorientation

The two recommendations above are excerpts from the statements. A complete statement of all the recommendations found in the Sixth Annual Report may be obtained from the Maine advisory Council on Vocational Education.

Ray Humphrey, President of the Maine Personnel and Guidance Association, had an opportunity during 1975-76 to meet with the Maine Advisory Council as a representative of the counselors in the state. His comments on the recommendations may be found in the Maine Personnel and Guidance Association News and Views for March, 1976.

A review of the present literature relative to research concerned with the effectiveness of various orientation procedures is sparse. In preparing to conduct and report on this study many sources were utilized in an effort to ascertain the present status of research concerned with this issue. The written material frequently provides statements about various approaches, or research related to the degree of cognitive knowledge learned about various concepts, rather than an evaluation of various delivery systems from the standpoint of the recipient of the information (students). However, numerous sources were found to be helpful in

sifting out applicable studies. Some of the materials surveyed in preparing this report included:

> Publications of the Center for Vocational Education, January, 1976 The Center for Vocational Education, The Ohio State University
>
> Catalog of Publications, 1975, Sue J. King, Editor, Center for Occupational Education, North Carolina State University at Raleigh
>
> Applied Research Projects Supported in FY 1974 Under Part C of the Vocational Education Amendments of 1968, U.S. Department of Health, Education and Welfare
>
> Abstracts of Instructional and Research Materials in Vocational and Technical Education, Annual Index, 1974 The Center for Vocational Education, The Ohio State University
>
> Abstracts of Instructional and Research Materials in Vocational and Technical Education, 1975. Volume 8. No. 1, The Center for Vocational Education, The Ohio State University

This last publication was particularly useful in that it provided short abstracts of the various research studies. There were a number in this issue which had a direct bearing on this study and aided in developing and implementing the project.

One does not need to seek far to realize that there is concern relative to the role of education in America today and the responsibilities it has to both students and society. In a recent issue of The School Administrator (February, 1976) is an article entitled, "Schools Failing to Prepare Youngsters for Adult Roles, National Study Shows." This article reports the comments of ten experts in the field of education after they conducted interviews with 1000 (100 sbujects each) individuals who had participated in Project TALENT. The interviews determined a number of positive responses relative to education and life since the sample (from the original 400,000) were first tested in 1960 as 15 year olds. On the other hand there are some critical comments which

the interviewers report which need to be given serious consideration. The experts identified five problem areas. The first of these five problem areas was "Vocational information and guidance." According to the interviewers, "vocational information and guidance, the most prevalent limitation, was judged to be seriously inadequate for 88 percent of the boys and 75 percent of the girls." "...Each of the reviewers reported instances where students felt the lack of knowledge of their own interests and abilities, and how these might relate to various educational programs or careers, resulted in much wasted time and personal frustration."

Samuel Osipow wrote an article entitled "What Do We Really Know about Career Development" in which he points out the need which exists for a study of the orientation delivery system to determine what is most effective. An excerpt from his article states:

> ...What we know about the career development of young people illustrates clearly that more is needed in the school program than an occupational library and a dispenser of career information. In fact, most of the time honored vocational guidance practices may be called into question. The value of occupational information pamphlets, career days, and nominal test interpretation interviews has never been proven. Questioning the usefulness of these practices does not necessarily mean the practices should be discarded. What it means is that they should be assessed, and perhaps the use of counselor time reapportioned accordingly. Maybe counselors should spend more time in counseling, in creating work-study possibilities, or in having a voice in curricular planning than in running a library or arranging a career day. Possibly counselors should try to teach younsters about ways they may promote their own distinctive career patterns which recognize the individual's distinctive nature...

An attempt has been made in this section to develop a

rationale for the study of orientation procedures. In the remainder of this chapter are discussed the Objectives of the Study and the Organization of the Report.

Objectives of the Study

In the process of determining the present status of orientation procedures a number of specific objectives for the study were established. These included:

1. A determination of the orientation procedures used to acquaint high school students with Vocational-Technical Institute programs, as indicated by the results of a student survey.

2. An identification of those procedures high school students feel are most effective in helping them become acquainted with the Vocational-Technical Institute programs.

3. A determination from a survey of students presently enrolled in Vocational-Technical Institutes the orientation procedures they felt high school counselors used which were most effective when they were in school.

4. An identification of the orientation procedures recommended by the students presently enrolled in Vocational-Technical Institutes in Maine.

5. An identification of the orientation procedures the school counselors indicate they use in their guidance program and the time devoted to this activity.

6. An identification of recommended orientation procedures as indicated by Vocational-Technical Institute Directors.

7. The sharing of the results of the study with school counselors and the Vocational-Technical Institute Administrative staff at a one-day workshop.

Organization of the Report

The next section of the report is devoted to a review of literature relative to career and educational orientation as well as the roles educators may perform in helping to provide effective orientation procedures. The methodology of the study will then be explained, including the procedures utilized in order to achieve the objectives of the study.

The results of the study report on the survey with students at the high school and the Vocational-Technical Institutes, as well as the interviews conducted with the school counselors and the VTI personnel. Growing out of the surveys with the four populations noted above, the following section of the report will provide a series of suggestions which school counselors and those at the post-high school level may wish to consider in relation to orientation procedures as they work cooperatively together.

Finally, a summary statement with some conclusions is provided which attempts to pull together the key aspects of the study. There is also a Bibliography included with the report which others may find as valuable as the project director did. Appendices include the survey forms as well as other items which may be of interest to the reader.

Related Literature

In this section of the report an attempt has been made to review literature related to orientation procedures and the role and responsibilities of various individuals and institutions for providing it. The first section is concerned with career and educational orientation and the second part with the role of the school counselor and other educators in the orientation process.

Providing information to students is one aspect of career education and certainly a part of helping to provide an orientation relative to post high school educational opportunities. There have been numerous articles and books presenting different ways to provide information but little in the way of research to support one approach over another.

In the process of evaluating two career education projects in Southern Arizona (Pima and Cochise Counties, 1974) researchers conducted a study to determine the "Relative Effectiveness of Career Education Activities for Delivering Knowledge of the World of Work" to two different student populations. One of the populations consisted of students in the elementary and intermediate levels while the other consisted of students at the high school level. The study demonstrated that 88.2% of the activities planned to deliver knowledge of the world of work to students at the elementary and intermediate levels had a positive influence while there was an 87.5% positive influence on students at the high school level. The interesting aspect of this study concerned the degrees of influence which different activities had on the various students in the different grade levels. According to

the researchers:

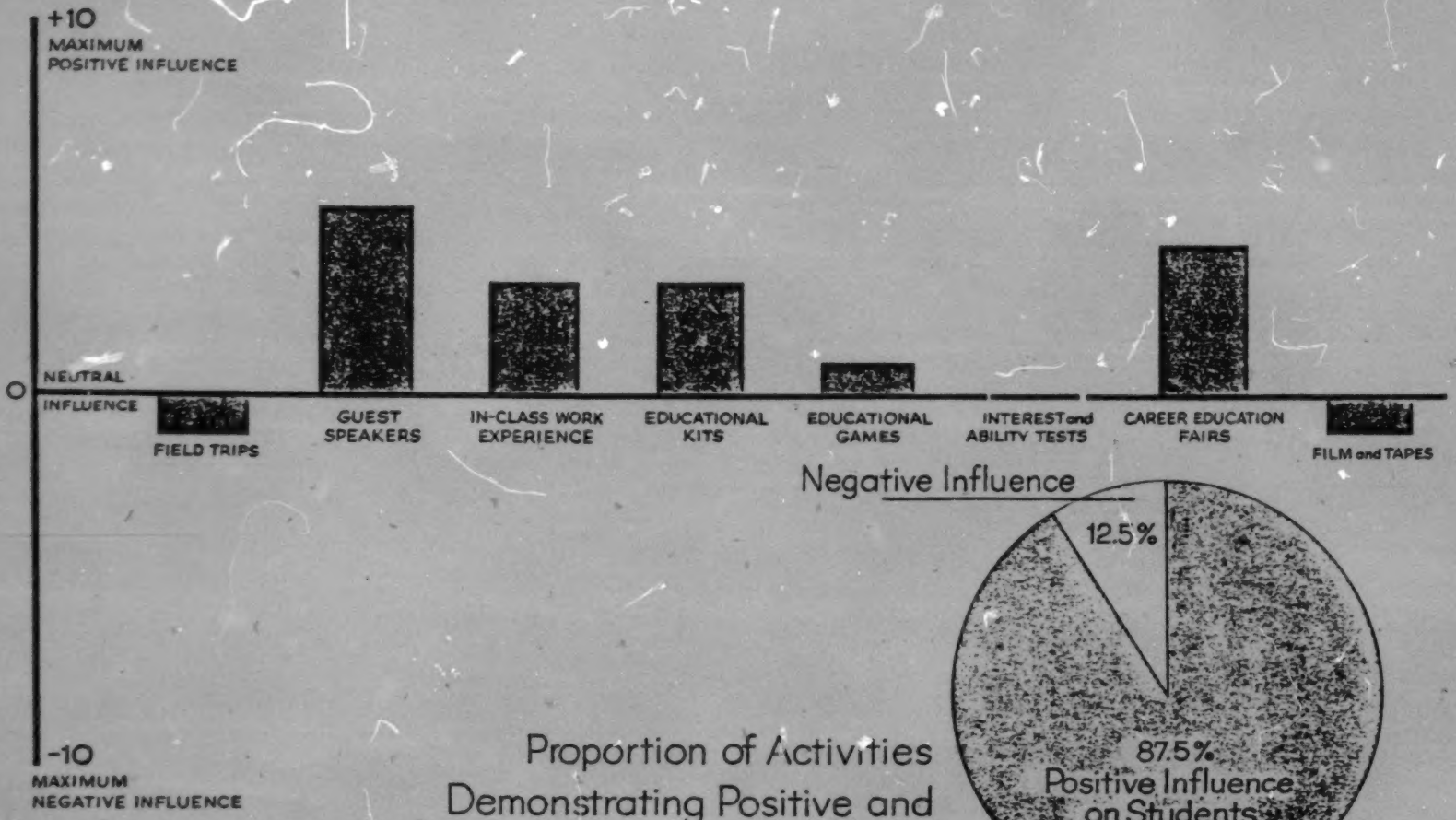
> ...the activities were not equally effective at each grade level. Generally intermediate grade students were influenced positively by activities in which they are given maximum opportunity for physical participation, such as career education games and occupational tours. At this level the overall effect of resource speakers is negative. Conversely, the career education activity with the most positive influence among secondary grade students is exposure to community resource speakers...

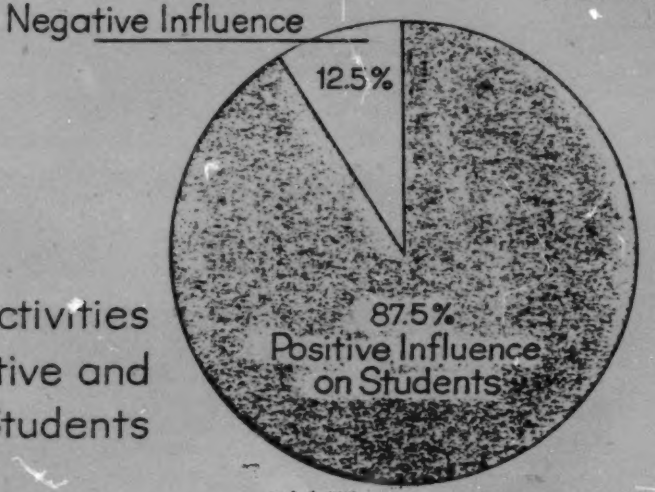
On the following two pages are the charts from Arizona showing the relative influence of the different activities in terms of delivering knowledge of the world of work. There were a number of interesting findings in this research study among which was this observation: "...student goals in the area of educational and occupational achievement are most influenced by parental expectations." This may well be a factor which needs to be explored and capitalized on in developing orientation programs.

Support for orientating students to educational opportunities comes from a number of sources. The Oklahoma State Department of Education developed goals of vocational awareness in grades 10 to 12 (1968). While not all of these refer directly to orientation, they have a bearing on the career development of students and are listed below. The goals of vocational development are:

1. To prepare youth to cope with the continued change in the world of work
2. To acquaint students with major occupational fields
3. To develop understanding of the need for continuing education or training in the various career areas
4. To acquaint students with information concerning schools, colleges and other training programs
5. To develop a realistic attitude toward the dignity of all work and workers
6. To develop attitudes and respect for cooperation with employers and fellow workers
7. To develop a realistic understanding of one's self regarding decision-making relative to career choice

Relative Effectiveness of Career Education Activities for Delivering Knowledge of The World of Work (High School Level)

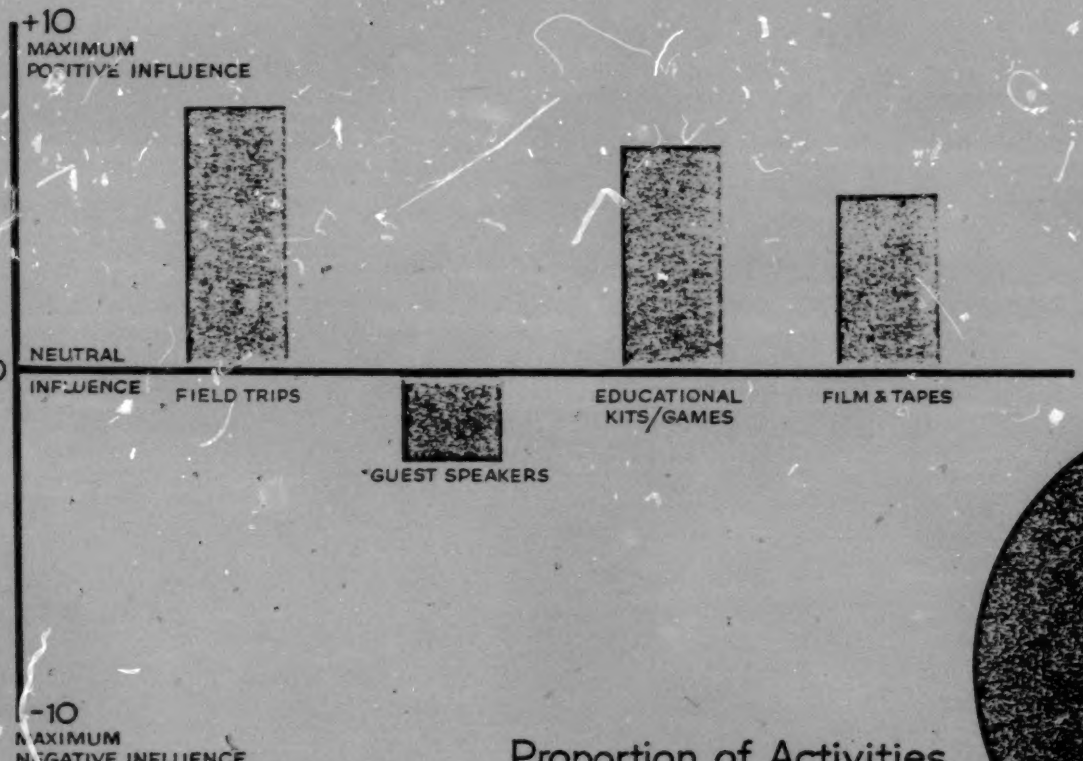


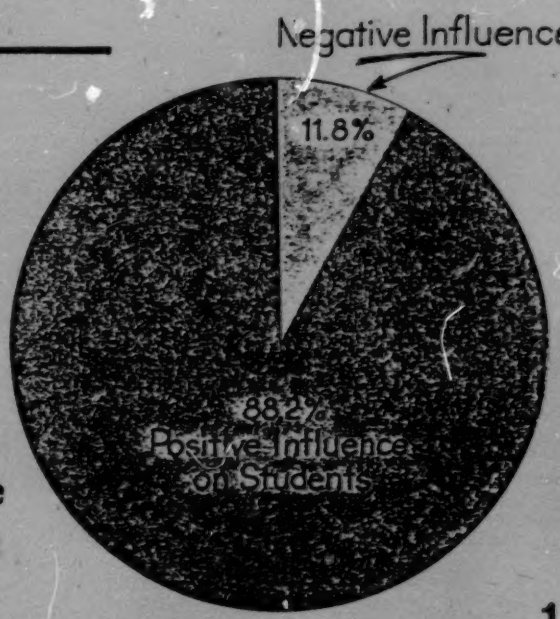


Proportion of Activities Demonstrating Positive and Negative Influences on Students

Relative Effectiveness of Career Education Activities for Delivering Knowledge of The World of Work

(Elementary and Intermediate Levels)





Proportion of Activities
Demonstrating Positive and Negative
Influences on Students

8. To point out the relationship between specific high school courses and the jobs for which they prepare the student
9. To provide information to students regarding employment

Further support for a strong orientation program has been pointed out in the publication, Career Education and Maine: General Information (1973). In this brochure, the goals of "Career Awareness" and "Career Exploration" are outlined and build a case for a total career education program that includes a "Career Preparation" phase for high school students. The "Career Preparation" phase

> ...provides an opportunity for all high school students to continue career awareness and career exploration experiences and to:
>
> a) continue in-depth exploration of one or two career clusters
> b) identify abilities, aptitudes, and interests needed for success in specific careers
> c) participate in simulated or real work experiences
> d) tailor his/her course work to career opportunities and interest
> e) visit a variety of schools, colleges and other institutions offering post high school training opportunities
> f) receive specific preparation for a career in the world of work upon leaving school or after further education
> g) develop a transition plan to facilitate the move from high school to advanced education or work
> h) obtain a placement after leaving school or help in entering a post-high school educational institution

One of the most comprehensive discussions on the presentation of occupational and educational information may be found in a book by Perrone, Ryan and Zeran (1970). They point out that "Providing the student with educational and vocational information is one of the primary responsibilities of the counselor." (p. 193) They also state:

> The emerging adolescent should become knowledgeable about all types of post-high school preparation. Information about preapprenticeship and apprenticeship; technical trade; community and junior colleges, four-year colleges and universities and other institutions of a vocational nature. The specific kinds of training available in each instance should be highlighted as well as any information relative to achievement by former students from their school. Information relative to scholarships, loans, grants-in-aid, work-study programs and other financial assistance should also be common knowledge available to all emerging adolescents. Frequently the issue is less one of altering aspirations and more one of naming opportunities available and of making knowledge available about the opportunities and how to take advantage of them. (p. 99)

In their book they report on a study conducted by Perrone (1968) in which he surveyed counselors, vocational teachers, and librarians from over 4,400 public schools. Following are some brief excerpts from the findings and some of his observations as a result of the study:

a) Twelfth grade boys made the greatest use of information material
b) Ninth and tenth grade boys make the least use of these materials
c) 44 percent of the boys and 30 percent of the girls in high school never seek information
d) Five areas of descriptive information (from materials) were absent for those entering work directly or going to vocational schools but only one area was cited inadequate for those entering college
e) College bound students seek more information than other students
f) Two-thirds of students sought information through counseling activities and reading
g) Counselors recommended 1) more frequent publication, 2) more information, and 3) better writing for improving the content of occupational materials
h) Approaches reported by counselors that students used to obtain information included 1) assigned and self-referred reading - 50 percent, 2) through counseling - 20 percent, 3) group guidance approaches - 6 percent, 4) bulletin boards - 6 percent, 5) career day - 1 percent, and 6) miscellaneous approaches - 10 to 20 percent
i) Information was presented largely through printed material with little use made of resource people out-

side the school or modes of presentation other than printed material

j) Group activities were ones which met irregularly with little in the way of follow-up

k) Information must be made available in a form that will attract as well as inform students

l) New modes of collating and disseminating information must be developed, and more accurate and inclusive information must be made available

In the remainder of the chapter devoted to information the authors discuss various innovative approaches utilized to organize and disseminate information. Among those cited were Project VOGUE, Project VIEW, Project VISION, ISVD, Project PLAN, and others. It has been six years since this book was first published and many other approaches are now available, particularly those using the advances technology has made in computer retrieval systems.

The enrollment growth in vocational education in Maine has been dramatic in recent years and predictions for continued growth would appear to be accurate. In planning comprehensive orientation programs for prospective students it might appear desirable to determine the perceptions of students to such preparation and the factors which are important in their selection of a post high school education. Part of the purpose of educational orientation is to help students as well as the public become aware of the goals and purposes of the various institutions providing post high school educational opportunities. As they become aware of the goals and purposes they may begin to appreciate the unique contributions each has to make.

The image of various post-secondary educational settings has come under discussion with the vast increase in community

colleges, technical schools and other institutions designed to serve the student who may not plan to enroll in a four year college. Kiefer (1972) conducted a study of The Perceptions of Selected Male Public High School Seniors Concerning Specialized and Comprehensive Post-Secondary School in Minnesota. A study similar to this might be desirable in other states as post-secondary programs expand and procedures are developed to orient students and the public to the roles of these institutions.

Dugger, et.al. (1975) discusses the implications of the passage of the legislation by the Virginia General Assembly pertaining to the development of an across the board vocational orientation program. The exciting aspect of this program is that it addresses itself to orientation as an experience which begins early in school. A variety of experiences are provided the student including an emphasis on the "who, what, where and how" during the program.

Educational assessment is becoming more prevalent on the educational scene at every level. In addition to the assessment of cognitive skills, such as mathematics, reading, etc., there is now concern for an assessment of the career development of the student. Career and Occupational Development Objectives have been established by the National Assessment of Educational Progress. These materials present major objectives, plus sub-objectives which are related to this study on orientation. Particularly appropriate is Objective 1: Prepare for making Career Decisions. The sub-objectives for this one are: A) Know own characteristics relevant to career decisions, B) Know the characteristics and requirements of different careers and occupa-

tions, C) Relate own personal characteristics to occupational requirements and D) Plan for career development or change. Each of the sub-objectives has been assigned levels of attainment based on ages 9, 13, or 17. (A summary of the Career and Occupational Development Objectives is listed in Appendix H.)

The "Mission and Goals of the Bureau of Vocational Education" have been spelled out in the publication, The Maine State Plan for Vocational Education, 1976, Part II. Among the missions which have been identified in the Plan which relate directly to this study are the following:

> Maine is committed to providing vocational and technical education opportunities for:
>
> 1. high school youth who are available for full-time study
> 2. high school graduates and school dropouts who are available for full-time study
> 3. employed adults who need and are interested in upgrading themselves vocationally in their present jobs or retraining for a different job, and
> 4. persons who need remedial or special education as a prerequisite to the pursuit of regular vocational training

Among the specific activities planned by the various VTIs are the following which relate to this project:

1. Develop attractive and meaningful descriptive literature
2. Conduct a well-organized plan for school visitations
3. Provide for in-house information programs for visiting high school students
4. Develop testing procedures to permit advanced placement of students where feasible
5. Assist students in applying for BEOG grants
6. Provide State Scholarship Funds to needy students
7. Assist students in seeking other forms of financial aid
8. Improve techniques of admissions recruitment and community service
9. Conduct orientation program for students

10. Recruit disadvantaged persons. Provide a testing program for May and June for incoming freshmen
11. Continue to facilitate student entry at times other than September

The above publication is a fine resource and would be a valuable addition to a school counselor's library.

In the next section of this chapter, the role of the counselor and other educators in providing opportunities for career awareness and career and educational orientation is explored.

The Role of the Counselor and Other Educators in Career and Educational Orientation

The development of school counseling is relatively recent on the American educational scene, even though early career orientation efforts may be traced back to the early part of this century and the work of Parsons. The major impact of counseling in American schools has occurred since the enactment of NDEA in 1958. Since that time there has been continual growth in the number of school counselors across the country. Because school counseling is such a relatively new profession it has gone through an extensive period of "role defining". Recently efforts have been made to define the role more explicitly and one such position has been reported in an article entitled "The Role of the Secondary School Counselor", from the May, 1974 issue of The School Counselor. Included among the recommendations in this article are the following which relate directly to the study on orientation procedures:

The Counselor's Relationship with the Student

Through the counseling relationship, the counselor

seeks to help each student to understand himself in relation to the world in which he lives. He helps the student to know himself and to recognize his strengths and weaknesses. The counselor helps the student to establish values and to know how to make realistic and positive decisions. To accomplish these goals in the high school environment the secondary counselor:

a) Sees the student as an individual and acknowledges his right to acceptance as a person
b) Recognizes that each student's behavior is meaningful and represents his attempt to develop within his environment as he perceives it
c) Is available to all students and works with them in relation to their educational, vocational and personal needs
d) Creates an atmosphere in which mutual confidence, understanding, and respect result in a helping relationship

The Counselor's Relationship with the Parent or Guardian (excerpt)

The school counselor serves as consultant to parents or guardians regarding the growth, educational and career planning, and development of the counselee. To accomplish this the secondary school counselor:

a) Respects the basic rights and responsibility of parents to assist their children in decision-making

The Counselor's Relationship with the Teacher (excerpts)

The counselor assists the teachers to better understand the plan for the educational, career, and personal-social development of the students. To accomplish this goal, the school counselor:

a) Views the teacher as a member of the guidance team
b) Assists in the planning of classroom guidance activities and acts as a resource person for obtaining appropriate up-to-date materials and information
c) Makes current information available to the teacher about the myriad of careers and job opportunities during and beyond high school

There are two additional relationships discussed in this article, one of which is to the administration and the other is with significant others. In terms of the latter, the article indicates the counselor "Maintains a close and cooperative

relationship with admission counselors of post-high school institutions."

The Association for Counselor Education and Supervision has been working on role statements regarding the preparation of school counselors. In 1973 the ACES Commission on Standards and Accreditation submitted a document to ACES members on the adoption of "Standards for the Preparation of Counselors and Other Personnel Service Specialists." Among the recommended program of studies are some areas directly applicable to this study. Included with the common core of "General area considered to be necessary for the preparation of all counselors and other personnel service specialists" is the following:

> e) Life style and Career Development: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques

In Maine the preparation of school counselors has also been under consideration for some time and in 1975 Counselor Education Program Approval Standards were recommended to the Department of Educational and Cultural Services. Standard VIII relates directly to this study in terms of the background and experiences of prospective school counselors and is stated as follows:

Standard VIII:

> The counselor trainee shall provide evidence of at least one calendar year of wage-earning experience, other than teaching or counseling, which may be cumulative. In addition, the Counselor Education program shall provide supervised experience in business/industrial settings as a portion of the training program. Such experience should aim at strengthening the counselor's ability to interpret the world of work to students, interpret manpower trends, provide information about apprenticeship or on-the-job training opportun-

ities, provide information about changing values or life styles in the world of work, and interpret the needs of the business/industrial community to school personnel as these needs relate to curriculum development

At the state level a recent document has had considerable impact on the role of counselors in Maine. In 1974, through the efforts of a Task Force on Guidance and Counseling, created by the Maine State Department of Educational and Cultural Services, a publication was developed entitled Guidelines for Maine School Counselors. It has just been revised and released as the Guidelines for Maine Counselors (1976). The new Guidelines include goals, performance objectives and self-evaluation procedures. Many of the goals have a direct bearing on this study and the entire process of working with young people as they experience the process of career development in their lives.

Maine is not the only State in the process of identifying counselor roles and responsibilities. Jackson was director of an extensive project in Texas entitled, The Identification and Validation of Competencies Requisite to Effective Functioning of Secondary Counselors, Vocational Counselors, Elementary Counselors, Special Education Counselors and Other Guidance Personnel. The study was conducted with the cooperation of over 50 percent of all counselors in Texas, as well as some post high school counselors and counselor educators. The "list of 157 common counselor competencies" were then grouped according to the following categories:

Staff Consulting
Pupil Appraisal
Public Relations
Educational and Occupational Planning
Planning and Development of the Guidance Program

Placement
Parent Help
Counseling
Local Research
Referral Work
The Counselor as a Person

Many of the categories identified above include reference to services related to the Orientation Project here in Maine. Among the 19 "competencies" listed under "Educational and Occupational Planning", the following relate directly to this project:

The counselor will:

Know the vocational programs available to students
Know the "world of work" concept and be able to describe it to students
Be able to help parents and students make wise decisions regarding the student's future
Be able to assist students in evaluating their own needs and abilities as they relate to vocational choice
Be able to apply his knowledge of human development and career development in ways which will consider the whole person in educational and occupational planning
Be able to assist students in remaining flexible in their vocational planning
Have a thorough understanding between career planning and curriculum planning
Be able to develop programs for exposing students to the world of work
Have a good knowledge of financial aid resources...

Eli Ginzberg (1973) identified a number of methods counselors might consider to further the impact of their guidance program in the school. Some of these have been taken out of context and are listed below:

1. More group work
2. More parent involvement
3. Use peer groups more ("youngsters guide each other")
4. Use teachers more effectively
5. Use the community more ("guidance specialists cannot do the whole job")
6. "Material in the guidance field leaves a good deal

to be desired."

(For a complete discussion of all his recommendations see the February, 1973 issue of the Phi Delta Kappan, pp. 381-384 in the article, "The Interface Between Education and Guidance.")

Odbert and Trotter (1974) conducted an extensive study to identify the conpetencies needed by teachers, counselors and administrators who participate in the planning and implementation of career education programs. They utilized four hundred and thirty-six educational personnel from seven Michigan towns and cities in the final validation of the competencies. (It is highly recommended that counselors obtain a copy of this model. Each of the forty competency statements provided by Odbert and Trotter is accompanied by a series of performance criteria.)

This study considered the procedures for providing high school students with an orientation to opportunities at Vocational-Technical Institutes. The responsibility for this orientation is not centered in any one office, or institution, but involves many people in a variety of settings and programs.

Support for the post-secondary counselors to be an integral part of the orientation procedure comes from a position paper adopted by American School Counselors Association in 1973. The paper is entitled, "Role and Function Statement - Post Secondary Counseling." While this paper is addressed to counselors in a variety of post-secondary settings, there are a number of recommendations which are directly related to this project. Among those recommendations are the following:

II Post secondary counselors work with students in educational, career and personal-social counseling. They

also play a role in orientation to post secondary education and in providing testing services...

(Functions, sic)

A. Orientation is that process which assists both new and potential students to experience a successful entrance into post secondary education. The counseling staff should play a leadership role in the planning and implementation of this program.
B. Individual Student Counseling
C. Group Procedures
D. Testing
E. Articulation with other institutions, agencies, businesses, industries, labor and government

III Post secondary counselors serve as consultants to members of the faculty and administration

IV Post secondary counselors become involved in institutional and professional research in order to make certain that valid information is provided to the institution

V Post secondary counselors should strive to grow personally and professionally through activities

VI Post secondary counselors should provide an effective communication program regarding the nature of counseling and guidance services for students, faculty, administrators and other interested individuals

The section on Related Literature has attempted to look at various aspects and roles related to the orientation process. In the chapter which follows is noted the Methodology which provided the basis for conducting this study.

Methodology

The purpose of this study was to conduct a "Review of effective counseling procedures utilized to orient secondary school students with the Vocational-Technical Institute programs in Maine." As pointed out in the proposal, the study was to be largely descriptive in nature, although some percentage-type analysis of the data would be provided. It was also noted that the study was not designed to evaluate school counseling programs, but rather to identify procedures which appear to be effective in providing students an orientation to the VTIs. The study was a "one-shot" survey without additional research plans proposed by the project director. It was suggested in the proposal, however, that future studies should be considered which would be on-going and test out the findings of the study. In the remainder of this section of the report are discussed the procedures utilized in conducting the study, the population sample, the questionnaire, and the treatment of the survey data.

Procedures:

The procedures followed in conducting this study included:

1) A survey of the literature on the topic of orientations
2) The identification of a selected sample of secondary school guidance programs
3) Gaining the cooperation of the Vocational-Technical Institute Directors in supporting the program
4) The development of a survey instrument to be used with a random sample of tenth, eleventh and twelfth grade students in the participating schools
5) The development of a survey instrument to be used with students enrolled in the VTIs
6) The development of a structured survey instrument to be used during the interview with school counselors
7) The development of a structured survey instrument to be used during the interview with VTI personnel

8) A survey of a random sample of the tenth, eleventh and twelfth grade students in each of the participating schools
9) A survey of the VTI students at the six VTIs
10) A compilation of the data from high school and VTI students
11) A compilation of the data from interviews with the school counselors and the VTI personnel
12) Inviting school and VTI personnel who participated in the study to a one-day orientation workshop
13) A compilation of a report of the study for the State Department of Vocational Education
14) Providing an abstract of the results of the project to high school counselors in Maine (still to be accomplished at this time)

In addition to the procedures noted above, the following ones were established for purposes of conducting an evaluation of the proposal and the report:

1) Professional colleagues were requested to review the proposal and survey forms
2) A reading professor reviewed the survey instruments to determine reading level
3) Two school counselors read and critiqued the proposal and the survey forms
4) A vocational educator from out of state has been asked to review the study and file a report
5) One staff member from the advisory committee will be requested to evaluate the report when completed
6) The R.C.U. Director on March 18 suggested it would not be necessary to submit the final report to the school and VTI personnel for evaluation as proposed in the grant application.

Population Sample:

The population included in this study consisted of four groups. Two of the groups were professional personnel at the school (1) and Vocational-Technical Institutes (2), while the other two groups were the students at the schools (3) and at the VTIs (4). The school counselors in nineteen high schools participated in the study. Most of them were interviewed separately but in a few cases, because of the distance involved,

two or three counselors met with the project director at the same time. Personnel in all of the six VTIs were interviewed. In most cases this meeting included the director and members of his staff.

Originally it was intended to sample three small high schools (less than four hundred students in grades nine through twelve), three medium sized high schools (enrollments between 400 and 800) and three large high schools (with enrollments over eight hundred). In conducting the study it became possible to meet with a larger number of schools and eventually nineteen were included in the sample. The number of students actually surveyed in each school depended upon the counselor. Counselors were requested to make an effort to provide a representative sample of the student population. Where ninth graders were included as part of the high school population, this sub-group was also surveyed, but for the purpose of this study their responses are not included. Enrollment figures were derived from the Maine Educational Directory (1975-76) for each school and as the survey forms arrived, a sample equal to ten percent of the population was selected for the study.

The VTI student population consisted of all those students who were contacted and voluntarily completed the questionnaire. Since some of the VTI programs are of varying lengths, students in a few programs were not in session at the time and could not be contacted.

Questionnaire:

Questionnaires were developed for this study in order to better understand the status of orientation procedures presently used to help acquaint students with the educational opportunities at the VTIs. Using the VTI students in the sample, as well as high school students, provided an opportunity to get an appraisal of the effect of orientation as viewed by the products of the schools. Hansen and Herr in Research Guidelines for School Counselors (1967) support the use of the follow-up procedure as a valuable aid to better understanding educational practices. The goal with both school and VTI students was to get their perception of the orientation procedures they have experienced. The questionnaire to both groups of students provided on it an opportunity for the participants to make suggestions regarding procedures for increasing the effectiveness of orientation practices.

The questionnaires used in the orientation study are actually the product of many sources. Initially the survey questionnaire represented the thinking and ideas of the researcher emanating from his experiences as a teacher and counselor at both the school and university levels. In preparing the instruments a search of the literature was conducted in an attempt to identify instruments already published which could be adopted for the study, avoiding the necessity to build one. When it became obvious there were no readily available materials, the initial questionnaire was modified to reflect aspects of the professional literature. One of the sources used as an aid in developing the questionnaire was the publication, The Minnesota Vocational Follow-Up System:

Rationale and Methods (1973).

Another source which proved helpful in designing the instruments, particularly the personal interviews, was the study, An Exploratory Study of Programming for Occupational Education in the Pamlico Education System (1973). The personal interview was one of the major procedures utilized in this study and the authors provide a rationale for using such a procedure as well as providing a copy of their interview instrument in the document.

The State of Maryland conducted an extensive study of 1970 graduates of that state. In the "Preface" to the report this caution is given in terms of reading the report "....it is necessary that the reader exercise caution in interpretation, prudence in the formulation of hypotheses, but above all temperance in the formulation of judgement." The same caution is registered in terms of reading the data provided in this orientation study. Among important parameters of the Maryland study which were adopted for the present study are the following:

6. Construction and administration of the questionnaire should occur with the highest possible degree of cooperation among the various local agencies concerned
8. Anonymity of all students, schools, and local agencies should be preserved
9. No attempt should be made at "among schools" or "between agencies" comparisons

The questionnaires developed for school and VTI personnel were not designed to gather data, per se, in the same manner as was the case with the students. Instead, they were developed to use as a basis for a discussion on orientation procedures. No attempt was made to take the information from the interviews with

school and VTI personnel and treat it in any manner other than a summary of the suggestions from the school and VTI professionals for increasing orientation processes.

The school surveys were submitted to various groups for their appraisal prior to administration. Two school counselors reviewed them and provided valuable feed-back. A professor of research at UMO invited the project director to visit his class several times as the graduate students in it were studying survey methodology. The students provided many good suggestions after reviewing the proposed questionnaire. While this was going on, the project director formed an advisory board and this group provided further feed-back in terms of the survey forms, as well as the procedures to use in the study. Finally, before administering the questionnaires, a professor of reading at UMO was contacted who reviewed the instruments for reading level.

Treatment of the Survey Data:

The study, as has previously been pointed out, was not intended as a statistical study but rather was developed to gather descriptive information on orientation procedures which could later be used as base line data if someone wished to conduct an experimental study. Therefore, while computer equipment was utilized, because of the large number of forms included in the study, most of the information was treated as descriptive information with percentages applied to those aspects of the study where it appeared this approach would contribute to better understanding the impact of various orientation procedures.

Survey of the VTI Population Participating in the Study

The VTI population participating in the orientation study included 1449 students attending the six VTIs. Approximately seventy-eight percent of those who participated in the study were males and twenty-two percent were females. A little over sixty-six percent of the males were between eighteen and twenty-two years of age, while about sixty-four percent of the female population were in this age group. Slightly over nineteen percent of the males were between twenty-two and twenty-six years old, while ten and a half percent of the female population were in this age group. Males twenty-six years old and older accounted for fourteen percent of the male population. Slightly over twenty-four percent of the female population were twenty-six years of age or older.

In the questionnaire, information was requested to determine when the present VTI students first learned about the VTIs, and when during their life they decided they wanted the education available at a VTI. The responses to this question varied by the age group of the students. Over ninety percent of the students between eighteen and twenty-two indicated they first learned about the VTIs while in school, with the largest percentage learning about them in the eleventh grade. Fifty-five percent of those students between twenty-two and twenty-six also reported learning about the VTIs while in high school, while the majority of the students twenty-six years of age or older reported learning about the VTIs after high school.

In reference to the time they decided they wanted the education available at a VTI, approximately fifty-five percent of all

the males decided upon it while in high school. Slightly less than half of the females indicated a similar response. Again age becomes a factor when this aspect is studied further. Nearly seventy-nine percent of the VTI male students between the ages of eighteen and twenty-two made the decision they wanted the education available from a VTI while in school, with the largest percentage of this group making the decision in the twelfth grade. Among females in the same age group, about seventy-four percent made their decision while in school, again with the largest percent making the decision at the twelfth grade. With those students twenty-two years of age or older, about ninety percent of both males and females reported making their decision about a VTI education after leaving high school.

The study attempted to determine what programs the students took while in high school. About fifty percent of the students between eighteen and twenty-two, and fifty-nine percent of those between twenty-two and twenty-six indicated they took the college preparatory course while in high school. About a third of the students twenty-six years of age and older report taking a similar course of study while in high school. The second most frequently taken course reported by the students between eighteen and twenty-two was the vocational course for males and the business course for females. For male students twenty-two years of age and older the second most frequently taken course in high school was the general course, while again for females it was the business education course.

The largest percentage of males enrolled in the VTIs graduated from high school since 1973, about sixty-seven percent, with

nearly fourteen percent graduating between 1970 and 1972 and the remainder graduating from high school prior to that time. About the same percentage of females as males graduated from high school since 1973. The next largest group of females, however, graduated between 1960 and 1969. A small percentage of students did not respond to the question regarding year of graduation.

Over fifty percent of both males and females between eighteen and twenty-two reported having visited their high school since graduation. Fewer in the twenty-two and older age group reported such visits. VTI students were asked, "If the opportunity were provided would you be willing to talk with students at your former high school about your VTI program?" Over fifty-seven percent of the total male population and nearly sixty-one percent of the females reported a willingness to talk with students at their former high school about their VTI program of studies. The highest percentage was among females between eighteen and twenty-two with over sixty-six percent of them indicating such a willingness. Sixty-one percent of the males in the same age group also indicated a willingness. This factor on the questionnaire was not affected to a great extent by the age groups since a positive response to this item was expressed by a large number of students.

On the last part of the questionnaire the VTI students were requested to indicate the sources related to their learning about the VTI programs. The most frequently identified source by VTI students as related to their learning about the VTIs was the factor of "VTI catalogues and brochures." The next five sources in order of priority of the source which contributed to their becom-

ing acquainted with the VTIs were: "Information from friends attending a VTI", "Individual discussions with the high school guidance counselor about the VTIs", "Information about the VTIs in the high school library or guidance office", "Group or class career meetings with the high school guidance counselor to discuss VTIs", and "Information about VTIs from parents or guardians."

Most of the VTI student population responded to items asking them to indicate sources which were used in learning about the VTIs. While this is not a statistical study, it is felt that with such a large percentage responding to the items, it may be assumed the responses are fairly representative of the population. Therefore, listed in Table 1 is an indication of the use the VTI students reportedly made of the various sources. Caution is urged in drawing conclusions from this data because the "sources used" category represents a summary of the ratings of "very helpful", "some help", and "little help." It was assumed in this study that if a student marked one of these three categories in relation to the source, then that source was used to the degree indicated. If the source was "Not Used", or no response was made to the item, that information is so indicated on the Table. Following Table 1 some of the sources are discussed in terms of the value the students assigned to them concerning how they felt they contributed to their learning about the VTIs.

Table 1

Sources of Information Used in Learning about the VTI Programs As Reported by the VTI Students

Source of Information about VTIs*	Sources Used		Sources Not Used		Sources Not Marked	
	%	N	%	N	%	N
a) Group or class career meetings	37.6	545	59.1	856	3.3	48
b) Individual discussions with H.S. counselor	58.6	848	38.4	557	3.0	44
c) High school teacher	33.4	484	62.5	906	4.1	59
d) Career Day-College Night	15.6	226	80.3	1163	4.1	60
e) Visit, VTI representative	23.0	333	72.8	1055	4.2	61
f) Visit/Field Trip to VTI	32.8	477	63.3	917	3.8	55
g) Information, H.S. library or guidance office	47.1	683	48.8	707	4.1	59
h) VTI films or filmstrips	6.4	92	88.4	1281	5.2	76
i) Posters about VTI	19.3	279	75.4	1092	5.4	78
j) VTI catalogues & brochures	65.0	941	29.7	430	5.4	78
k) Information from parents or guardians about VTIs	35.7	517	59.6	863	4.8	69
l) Information from brother or sister about VTIs	22.0	318	73.6	1066	4.5	65
m) Information from friends attending a VTI	63.7	923	32.9	476	3.5	50
n) Radio or T.V.	18.0	262	77.6	1125	4.3	62
o) Newspaper	26.3	381	69.2	1002	4.6	66
p) VTI Open House	29.9	432	66.1	958	4.1	59
q) Veterans Affairs Officer	12.2	177	83.4	1209	4.3	63

*A complete description of the categories is noted in the Questionnaires found in the Appendix.

When the information on the previous page is analyzed according to the value students assign to the sources then it clarifies the "Sources Used" terminology. For example, note below the source, "VTI catalogues and brochures", and the values as identified by the students.

Very Helpful		Some Help		Little Help		Not Used		Item Not Marked	
%	N	%	N	%	N	%	N	%	N
22.5	326	29.0	420	13.5	195	29.7	430	5.4	78

Nine hundred and forty-one students indicated they "used this source" (the combinations of the first three categories) and over twenty-two percent of the population found it "very helpful", twenty-nine percent found it to be of "some help" and thirteen and one half percent found it to be "little help." Combining the first two categories it will be noted that over fifty percent of the students found the VTI catalogues and brochures to be "very helpful" or of "some help" in becoming acquainted with VTI programs. When this same data is analyzed by values according to the year of graduation from high school there is only a slight difference, suggesting the source was apparently valuable for those who used it without age becoming a major factor.

A similar situation exists for the source, "Information from friends attending a VTI." Note the summary of the responses according to the values assigned to the source.

Very Helpful		Some Help		Little Help		Not Used		Item Not Marked	
%	N	%	N	%	N	%	N	%	N
26.7	387	25.5	370	11.5	166	32.9	476	3.5	50

Over fifty percent of the total group reportedly using this source indicated it was "very helpful" or of "some help." There

was a strong positive response to this source and it was apparently not heavily influenced by an age factor.

When the remainder of the six sources, in order of priority, are treated in the same manner there appears to be a relationship between the year of graduation and the amount of value assigned to the source. The third most frequently identified source was "Individual discussions with the high school guidance counselor about the VTIs." Noted below is an analysis of the values assigned to it by year of graduation from high school.

Graduation Date	Very Helpful		Some Help		Little Help		Not Used		Item Not Marked	
	%	N	%	N	%	N	%	N	%	N
1975	36.7	175	32.1	153	15.9	76	13.0	62	2.3	11
1973-74	24.0	116	26.9	130	15.7	76	31.4	152	2.1	10
1970-72	10.9	20	13.7	25	9.8	18	63.4	116	2.2	4
1960-69	6.1	12	4.5	9	8.1	16	77.3	153	4.0	8
1959 and earlier	3.3	2	---	---	1.7	1	86.7	52	8.3	5

N = 1402 (47 did not indicate year of graduation and are not included)

The information above indicates that over thirty-six percent of the recent graduates found this source to be "very helpful" and another thirty-two percent found it to be "some help." Therefore over sixty-eight percent of recent graduates found it to be "very helpful" or of "some help." Only thirteen percent of recent graduates indicate the source was "not used." Likewise, over fifty percent of the 1973-74 high school graduates found this source to be "very helpful" or of "some help." The percentage of the students assigning it this value decreases each graduation year thereafter.

A similar pattern is in evidence in relation to the fourth most frequently mentioned source used, "Information about the VTIs in the school library and guidance office." Almost fifty percent of the recent graduates identify this source as "very helpful" or of "some help", and over thirty-eight percent of those who graduated in 1973 or 1974 identified the source as "very helpful" or of "some help." The percentage identifying it in this manner decreases for those graduating from high school prior to 1973.

Slightly less than twenty-five percent of the total students group identified "Group or class meetings with the high school guidance counselor to discuss VTIs" as "very helpful" or of "some help." However, when this source is analyzed by year of graduation as will be noted below, nearly thirty-seven percent of the recent graduates identified this source as "very helpful" or of "some help", while nearly thirty percent of those graduating in 1973 or 1974 indicated it in a similar manner.

Graduation Date	Very Helpful		Some Help		Little Help		Not Used		Item Not Marked	
	%	N	%	N	%	N	%	N	%	N
1975	12.6	60	24.1	115	17.2	82	43.6	208	2.5	12
1973-74	11.4	55	18.2	88	14.3	69	53.7	260	2.5	12

A smaller percentage of graduates from 1972 and earlier identified it in this manner.

The sixth category in order of priority by VTI students was "Information about VTIs from parents or guardians." Similar to the preceding source, this one is also related to the year of graduation with considerably more of the graduates since 1973 marking it as "very helpful" or of "some help", than students graduating prior to that time.

The year of graduation from high school as a source for age data works in reverse order on some sources. For example, while the percentage of the total student population was small which identified "Through a Veterans Officer" as a source they used in learning about the VTIs, it was most frequently mentioned as "very helpful" or of "some help" by those students who had graduated from high school prior to 1970.

It needs to be pointed out that in looking at these figures in terms of year of graduation, that one factor was operating that may have influenced the percentages somewhat. Forty-seven of the 1449 students did not indicate a year of graduation and yet for purposes of total percentages their responses are included. While this is only three percent of the total population, it may have influenced some of the responses slightly. There were also a few older students who indicated a recent year of graduation and it is possible this number might have had an influence, but the number of this group was quite small.

Summary of the Results of the VTI Survey

The survey of the VTI students was designed to gather information relative to when they first learned about the VTIs and when they decided they wanted the education available at a VTI, as well as information on whether they had visited their high school since graduation and whether they would be willing to talk with students at their former high school about their VTI programs. Finally, information was gathered on which sources they identified as related to having learned about the VTI programs, and an estimate of the values of these sources in becoming acquainted with the VTI programs.

The population from which this information was requested included 1449 students, approximately seventy-eight percent of which were males and the rest females. Sixty-six percent of the male population and sixty-four percent of the female population were between eighteen and twenty-two years of age. Most of the students between eighteen and twenty-two report having learned about the VTIs while in high school with the largest percentage in the eleventh grade. While over fifty percent of those between twenty-two and twenty-six also report they learned about the VTIs in high school, the majority of the students twenty-six years of age and older learned about the VTIs after high school. Over fifty percent of the males decided they wanted the education offered by a VTI while in high school, while slightly less than fifty percent of the females indicated this response. Age was a factor in this decision, however, with nearly seventy-nine percent of the male students between eighteen and twenty-two making the decision while

in high school as did seventy-four percent of the female population responding to this question. Over ninety percent of those students twenty-two years of age and older made the decision about a VTI education after leaving high school.

While in high school a large percentage of the students took the college preparatory course. This was true of about fifty percent of the students between eighteen and twenty-two and fifty-nine percent of those twenty-two to twenty-six. The second most frequently taken course in high school of those between eighteen and twenty-two was the vocational course, while the general course was identified as the second most frequently selected course after the college preparatory course by students twenty-two years of age and older. The largest percentage of both males and females graduated from high school since 1973.

Most of the students who reported visiting their high school since graduation were in the eighteen to twenty-two age category with fewer of the older students reporting a similar experience. Over fifty-seven percent of the total population expressed a willingness to talk with students at their former high school if the opportunity were provided. This factor was not appreciably influenced by age as a large number of students expressed a similar willingness.

On the final part of the questionnaire the students identified the sources which were related to their learning about the VTIs and the help they found these sources. In order of priority the first six were:

1. VTI catalogues and brochures
2. Information from friends attending a VTI

3. Individual discussions with the high school counselor about the VTIs
4. Information about the VTIs in the high school library or guidance office
5. Group or class career meetings with the high school guidance counselor to discuss VTIs
6. Information about VTIs from parents or guardian

When the information in Table 1 was analyzed according to the value associated with the sources there was some relation between year of graduation among a few of the items. This was not the case in the first source noted above, however, as a large number in each graduating age group found this source to be either "very helpful" or of "some help" (VTI catalogues and brochures). Basically this same response was noted in terms of those who identified the second source above (Information from friends attending a VTI). The third source (school counselor) and the fourth (information in school library or guidance office) were of more help to those who graduated since 1973 than prior to that time. The relationship between year of graduation and both the fifth and sixth sources was also evident in terms of how helpful the VTI students indicated these sources were in helping them to become acquainted with the VTI programs.

Suggestions of Vocational-Technical Institute Students for Helping High School Students Become Acquainted with VTI Opportunities

The Vocational-Technical Institute students who completed the Orientation Questionnaire were also invited to respond to this question: "What recommendations or suggestions do you have for helping high school students become acquainted with the opportunities at the VTIs?" Over forty-eight percent of the 1449 students responded to this invitation and provided a variety of suggestions and recommendations. This researcher was amazed with the large response since he did not anticipate it because of the open-ended nature of the question. It is felt that this aspect of the study may well be one of the most important contributions of the report.

The responses have been summarized and grouped to provide an idea of the general theme expressed by the VTI students. The groups include references to 1) high school visits to the VTIs, 2) VTI visits to the high school, 3) role of the high school counselor and other school personnel, and 4) a category of other comments relative to VTI orientation.

High School Visits to the VTIs

Many of the comments by the Vocational-Technical Institute students referred to the benefits which high school students could expect from visiting one or more of the VTIs. Some of the most frequent which related to this theme are listed below (these are not in any order of priority).

a) high school students should plan to visit the VTI during the Open House

b) high school students should plan to visit the VTIs during regular days when classes are in session
c) high school students should be provided more field trips to VTIs
d) when high school students visit the VTIs they should have a VTI student explain courses and responsibilities and accompany the tours
e) special tours of the VTI should be provided interested high school students
f) while visiting a VTI the high school students should have an opportunity to talk with the instructors (also added here were words such as "deans", "heads of departments", "students", "representatives" of the VTI, etc.)
g) when visits are arranged the students should have an opportunity for a question and answer session with "staff", "students", etc.
h) high school students should have an opportunity to spend a day at a VTI
i) high school students should feel free to visit anytime, not just on field trips or at Open House times
j) high school students should have the opportunity to attend classes with VTI students while on tour
k) more than one visit should be made by high school students to a VTI
l) high school students should be invited to attend VTI activities
m) visits should be arranged for students earlier than the junior or senior year in high school
n) more Open House opportunities should be provided
o) more publicity about Open House
p) "college prep" students should have an opportunity to tour the VTIs

VTI Visits to High School

Another group of responses which were frequently expressed by the VTI students related to the relationship of the VTI to the high school and the value of regular contacts between the VTIs and the high schools to better acquaint high school students with the opportunities. The following comments are not in any order of priority but are representative of the general comments around this theme:

a) VTI representatives should talk individually with students when they visit the high schools
b) VTI representatives should have a chance to meet with all students when they visit the high school

c) VTI students should have an opportunity to talk with high school students about the programs
d) there should be more visits to high schools by VTI representatives
e) VTI representatives should talk with students in junior high school, freshmen and sophomores as well as juniors and seniors
f) VTI instructors should visit the high schools to talk about their courses
g) involve VTI graduates who are working in their field of preparation to talk with school students

The Role of the Counselor and Other High School Personnel in Relation to VTI Orientation

The VTI students expressed a number of suggestions and recommendations relative to the part the school counselor and others in the high school have to play in helping students become acquainted with the educational opportunities at the VTIs. Some of these tend to duplicate comments in the previous two categories. They are not arranged in any order of priority.

a) more brochures, pamphlets and catalogues about the VTIs should be available in the high school
b) high school students should talk to their counselors about the VTIs
c) the high school should announce widely when the VTI Open Houses are to be held
d) more career days should be held which the VTIs should attend
e) more brochures, pamphlets, etc. should be distributed to high school students
f) the counselors should have more opportunities to visit the various VTIs
g) the VTIs should keep the counselors informed about developments at the VTIs
h) the high schools should have displays in school about the VTIs
i) all students should be informed about the VTIs
j) more field trips to the VTIs should be arranged for high school students
k) VTI students and VTI graduates should be invited to talk with high school students
l) an assembly about the VTIs should be held in high school
m) summer meetings should be held for counselors with visits to the VTIs

n) high school teachers should talk about the VTIs
o) bulletin boards could be used to publicize the VTIs
p) two or three career days could be held instead of just one
q) information about all the VTIs should be available in the high school
r) when talking about VTIs, school personnel should point out job opportunities, pay upon graduation, short term of preparation, small classes, personal contact with students, low tuition, etc.

Other Comments Relative to VTI Orientation

The comments which follow were less frequently mentioned than those in the previous three catagories, and occasionally tend to duplicate some of the earlier comments. However, they are reported here, if for no other reason, to note the wide variety of responses of VTI students to providing high school students with an orientation to the VTIs. They are not listed in any order of priority.

a) more publicity should be afforded the VTIs. These comments were directed toward both the in-school and out-of-school population. Suggestions included T.V., newspaper, films, etc.
b) students should start to hear about the VTIs earlier than junior or senior year in high school
c) brochures and other forms of information should provide more details about the VTIs, programs, etc.
d) career planning should start earlier
e) others in the community need to hear about the VTIs as well as school students
f) high school students and the general population need to know about the students who attend the VTIs as well as the programs offered at the institutions
g) more opportunities should be provided for the public to visit the VTIs
h) more time should be spent on the tours
i) involve employers of VTI graduates to talk about the VTIs
j) place brochures, pamphlets, etc. about the VTIs in various public places for people to take, i.e., library, etc.

Other Sources Identified by VTI Students As Related to Learning About the VTIs

The Orientation Questionnaire listed many possible sources which might be used by students to become acquainted with the VTIs. Provision was also made on the questionnaire for VTI students to list "Other factors" (item r) as sources which helped them to become acquainted with the VTIs. There were a number of responses listed under this source but the most common responses included:

a) a friend (but not necessarily a VTI student)
b) another institution or school
c) various government agencies, MESC, CETA, etc.
d) military and/or VA
e) employer
f) VTI graduate
g) through night courses and adult education
h) newspaper accounts
i) business person
j) T.V. ad
k) library
l) relative (other than those listed in "k" and "l" on Questionnaire)
m) comments related to personal search for program

Survey of the High School Population Participating in the Orientation Study

The high school population participating in the orientation study included 1178 students representing approximately ten percent of the tenth, eleventh, and twelfth grade students in nineteen schools where the survey was conducted. Figures on the total enrollments in the schools was derived from the Maine Educational Directory, 1975-76. Since this project was designed to survey only students in the upper three grades, where school enrollments were reported in the Directory for grades nine through twelve, figures used in the study were adjusted accordingly to include only that population in three grades. The ten percent data is thus a projected enrollment. Due to a certain amount of attrition which may occur between the tenth and twelfth grades, dividing the population into approximately three equal segments may give more weight to the twelfth grade than would actually be the case. This possible limitation is not considered serious enough to interfere with the purpose of the study, however.

The ten percent of the population surveyed in this study included almost an equal number of males and females. In grade ten nearly the entire group of students were less than eighteen years old, while in the eleventh grade about ten percent of the students were eighteen or older and in the twelfth grade about sixty-five percent were eighteen or older.

The various terms sometimes used to identify courses of study in high school were not included in this study after consulting with individuals prior to administering the survey.

This was partly due to the fact that a number of schools are moving away from identifying courses of study by such terms as "general", "vocational", "business", "college preparatory", etc. with the resulting categorization which occurs when these labels are used. In an effort to meet the need of students schools are permitting students to select courses from a variety of subjects. The project director is appreciative of this movement towards greater flexibility of course offerings. On the survey form students were requested to indicate the subjects they were taking in high school instead of their course of studies. A problem which was faced when attempting to use this information was the difficulty of determining the comparability of subject matter offerings because of the variety of terminology assigned to them. Therefore, information on the subjects taken in high school was not included in the study. It is felt that for the purposes of this study that sufficient data is available from other information which was collected to provide an overview of the orientation procedures without attempting to utilize the information concerning subjects taken in high school.

The high school students were requested to identify as many of the six VTIs as they could, either by the name of the Institute or its location. It was originally planned to list the six VTIs and permit the students to check the ones with which they were familiar, but upon consultation with others it was determined that such a procedure would not demonstrate knowledge of VTIs. Therefore the students were asked to list the ones with which they were familiar. The only major problem encountered in

this effort was some confusion because of the similar terminology in names between the VTIs and the RTVCs. The VTIs are post high school institutions while the RTVCs are Regional Technical Vocational Centers offering a high school vocational education. It is not the purpose of this study to make suggestions, other than in reference to educational orientation, but there seems to be some confusion regarding the terminology and perhaps at some time consideration might be given to clarifying the terms.

Over seventy-eight percent of the high school students participating in this study were able to identify one or more of the six VTIs by name or location. Listed below are the number and percentage of VTIs so identified:

One VTI identified	26.8%	316 students
Two VTIs identified	19.8%	233 students
Three VTIs identified	14.3%	169 students
Four VTIs identified	11.2%	132 students
Five or Six VTIs identified	6.0%	71 students
None identified (or space not marked)	21.8%	257 students

N = 1178

The data above thus indicates that over forty-six percent of the high school students were able to name one or two of the six VTIs while slightly over thirty-one percent could identify three or more of them. A few more than twenty-one percent of the students either could not identify a VTI by name or location, or did not mark the space provided.

On the following page is a breakdown on the number of VTIs identified by the students by grade in high school.

Table 2

Identification of VTIs by High School Students According to Their Grade in School

Number of VTIs Identified	Grade in School					
	10th Grade		11th Grade		12th Grade	
	%	N	%	N	%	N
One or two VTIs identified	49.7	177	46.4	191	43.6	171
Three or more VTIs identified	21.8	82	30.5	125	42.4	165
None identified or space not marked	28.5	107	23.1	95	14.1	55
	N = 376		N = 411		N = 391	

The above percentages would suggest that an appreciably larger number of students become aware of the name and location of a VTI as they progress through school and approach the end of their high school education. While about the same percentage of students in each class were aware of one or two VTIs, the percentage of seniors aware of three or more VTIs was nearly twice that of tenth graders. It must be recognized that 21.8 percent of the high school students did not respond by marking anything on this category.

Another part of the survey requested students to indicate if they were acquainted with some of the program offerings at the VTIs, and if so to list one or more of the programs. Slightly over forty percent of the 376 tenth grade students, and slightly less than forty percent of the 411 eleventh grade students demonstrated knowledge of the programs offered at the VTIs, while over fifty-seven percent of the 391 twelfth graders were able to identify programs offered at the VTIs.

The high school students were also requested to indicate how well-acquainted they were with the requirements to be admitted into a course of study at the VTIs. Since such a small percentage of the student population responded to this question, this item is not used in the study. A discussion on the problem associated with this item is included in the "Summary."

Finally, in an effort to determine the awareness that high school students had of VTIs, they were asked to indicate the length of time it takes to complete VTI programs. Thirty-seven percent of the 376 tenth graders, over thirty-four percent of the 411 eleventh graders, and over fifty percent of the 391 twelfth graders were able to identify the length of VTI programs.

On the last page of the questionnaire the high school students were requested to indicate the sources related to their learning about the VTI programs. There were a large number of students who did not complete this page for one reason or another. Perhaps the directions were not clear at the bottom of the first page, or possibly the students did not have sufficient time to complete it. In any event, over one-third of the students did not complete the second page relative to sources used to learn about the VTIs and therefore, any discussion of the findings must be treated with considerable caution.

The most frequent source identified by the high school students as related to their learning about the VTIs was the factor, "Information about VTIs from former high school students or friends now attending a VTI." The next five sources in order of priority were the "VTI catalogues and brochures", "Information

about the VTIs in the school library or guidance office," "Information about the VTIs from parents or guardians", "Told about the VTIs by a high school teacher", and "Individual discussions with the high school counselor about the VTI programs."

In Table 3 on the following page is a comparison of the rank order of the frequency of the sources of information used in learning about the VTIs as reported by high school and VTI students. ("Sources Used" includes the three ratings of "very helpful", "Some help", and "little help." It was assumed that if a student marked one of these three categories in relation to the source, then that source was used.) It will be noted in the Table the close relationship which exists between the frequency of the responses of high school and VTI students. The first seven sources used were common to both groups, although the order varied somewhat.

Readers of this report may find it interesting to note how the findings in Table 3, coupled with the recommendations of the high school and VTI students, have been integrated into the "Suggestions for Increasing the Orientation process" on pages 66-72. In addition, pertinent comments are included in the "Summary and Conclusions" section of this report relative to the utilization of a variety of orientation procedures in an effort to meet the unique needs of students.

Table 3

A Comparison of the Rank Order of the Frequency of the Sources of Information Used in Learning about the VTI Programs as Reported by High School and VTI Students

Sources Used	Rank Order of Frequency of Use by High School Students*	Rank Order of Frequency of Use by VTI Students
m) Information from friends attending a VTI	1	2
j) VTI catalogues & brochures	2	1
g) Information, high school library or guidance office	3	4
k) Information from parents or guardians about the VTIs	4	6
c) High School teacher	5	7
b) Individual discussions with high school counselor	6	3
a) Group or class career meetings	7	5
i) Posters about the VTIs	8	13
l) Information from brother or sister about the VTIs	9	12
o) Newspaper	10	10
f) Visit/field trip to a VTI	11	8
n) radio or T.V.	12	14
e) Visit by VTI representative	13	11
p) VTI Open House	14	9
d) Career Day/College Night	15	15
h) VTI films or filmstrips	16	17
q) Veterans Affairs Officer	- (not on H.S. list)	16

* over one-third of the high school population did not respond to page two of the questionnaire relative to sources although over 78 percent were able to identify one or more VTIs. For this reason caution needs to be exercised in interpreting this Table.

When the information on the previous page is analyzed according to the value students assigned to the sources, it helps to clarify the term "Sources Used." The source identified as most frequently used to learn about the VTIs, "Information about the VTIs from former high school students and friends attending a VTI", is indicated below with the values assigned to it by the students.

Very Helpful		Some Help		Little Help		Not Used		Item Not Marked	
%	N	%	N	%	N	%	N	%	N
16.8	198	17.1	201	11.7	138	19.9	235	34.5	406

Five hundred and thirty-seven students indicated they "used this source" (the combination of the first three categories) and nearly thirty-four percent of them identified it as "very helpful" or of "some help" to them in learning about the VTIs.

When this data is further analyzed by the year in school of the student it is possible to note the impact of this factor. The same source, "Information about the VTIs from former high school students and friends attending a VTI" is presented below with the values assigned it by students in each of the three grades.

Grade	Very Helpful		Some Help		Little Help		Not Used		Item Not Marked	
	%	N	%	N	%	N	%	N	%	N
10	15.4	58	15.4	58	10.6	40	23.1	87	35.4	133
11	14.1	58	16.1	66	11.2	46	19.7	81	38.9	160
12	21.0	82	19.5	76	13.3	52	17.2	67	29.0	113

The figures above seem to indicate that over thirty percent of the tenth grade students find this source of information about VTIs to be "very helpful" or of "some help." While a similar percentage of eleventh grade students respond to the source in a like manner, over forty percent of the twelfth grade students iden-

tify this source as "very helpful" or of "some help." It will also be noted the larger percentage of students in the twelfth grade who use this source in contrast to tenth graders. Over fifty- three percent of the twelfth grade students indicate they use this source for information in contrast with about forty-one percent of the tenth graders.

Grade in school appears to have a relationship between the value placed on the source as a way of learning about the VTIs. In addition to the source previously described, the relationship with age appears to be more apparent in terms of the two sources, "VTI catalogues and brochures" and "Individual discussions with the high school counselor", with both given a higher value by the twelfth grade students than those younger, in terms of how helpful these sources were in acquainting them with VTI programs.

Summary of the Results of the High School Survey

The survey of the high school students was designed to gather information relative to their awareness of the VTIs in Maine and the sources of information they identified as contributing to their learning about the VTIs. The population surveyed represented approximately ten percent of the tenth, eleventh and twelfth grade students in nineteen high schools with about an equal number of males and females. Most of the students below the twelfth grade were under eighteen years of age as were thirty-five percent of the twelfth graders.

The majority of the students who responded to the survey were able to identify one or more of the six VTIs either by name or location. As the students progressed through high school their awareness of VTIs increased so that by their final year over forty percent of the seniors were able to identify three or more of the six VTIs. About forty percent of the tenth and eleventh grade students were acquainted with programs at the VTIs, with over fifty-seven percent of the seniors identifying programs.

For some reason only a small group of students responded to the question on admission requirements to the VTIs. Since the response on the other items on the first page of the survey were answered by a relatively large group of students, it can only be

assumed the question was vague and the students were not sure of what was expected in terms of a response. The information on this item is not deemed valid because of the small number who responded to it.

The grade of a student in school appeared to be a factor in the awareness of the students in terms of knowing about the length of the programs offered at the VTIs. While less than forty percent of the students in grade ten and thirty-five percent of the students in grade eleven were able to identify the length of VTI programs, over fifty percent of the seniors were able to do so.

From the data collected on the first page of the questionnaire it appears that quite a few students do have an awareness of the VTIs and to a certain extent this knowledge has a relationship to the grade the students are enrolled in at school, with the older population more aware of the educational opportunities than is true of the younger group.

The data collected on the final page of the questionnaire relating to the sources which contributed to the student's learning about the VTIs must be interpreted with caution because of the large percentage who did not complete this page. When the questionnaire was first tried out with students as a pilot study in a high school the project director did not run into this problem and did not anticipate its arising. In this study it was necessary, however, to include the forms which did not have the second page completed, because to do otherwise would bias the sample towards those who were acquainted with the VTIs.

Recognizing the limitations of the data collected with the

high school population, it may be assumed that high school students, just as the VTI students, utilize a variety of means to gain their educational information and orientation to educational opportunities. From a break-down of the reported data it may be further assumed that those students who do utilize various orientation procedures generally find them to be of help. An interesting point of comparison between the responses of the VTI and high school students on the sources identified as having been utilized, is the fact that of the first six sources indicated, both groups identified five of the same six sources.

Suggestions of High School Students for Helping High School Students Become Acquainted with the VTIs

The high school students who completed the questionnaire were invited to respond voluntarily to this question, "How do you think high school students could become acquainted with the VTIs?" No specific count was made of the number of students responding to this opportunity to provide ideas, but a rough estimate based on the sample would be that less than twenty-five percent of the students supplied a response to the question. The phrasing of the question was slightly different from that posed to the VTI students ("What recommendations or suggestions do you have for helping high school students become acquainted with the opportunities at the VTI?"), which might have accounted for the fewer responses.

The ideas, however, of those high school students who did

respond to the question were similar to the suggestions provided by the VTI students. The largest number of high school students pointed out the value associated with a visit, or field trip, in helping students become acquainted with the VTIs. A summary of some of the other ideas for helping high school students learn about the VTIs included:

a) meet with the counselor and talk about VTIs
b) talk with students attending a VTI
c) talk with graduates of a VTI
d) talk with students in the process of applying to a VTI
e) talk with a VTI representative at the school
f) through group meetings in school
g) by reading printed material about the Institutes
h) by having meetings for parents and students about the VTIs
i) listening to speakers from the VTIs
j) attending a VTI class
k) visiting a VTI on a Saturday
l) hearing about them early in high school
m) providing booklets to everyone about the VTIs
n) publicity about them in school
o) reading about the VTIs in the guidance office

Summary of the Meetings with the School Counselors and the VTI Personnel Regarding Orientation Procedures

In the process of developing and conducting this orientation study the project director met with nineteen school counselors and with the six VTI directors and/or their staff members. (An additional four counselors participated in various discussions of the project but students in their schools were not involved in the final survey.) Full cooperation was afforded the project director by all of these professionals, and for this he is most appreciative. It was an outstanding opportunity to meet with these educators at their schools and Institutes and helped in the professional growth of the project director. For this, as well as for both the cooperation of the educators in discussing orientation procedures, and their help in administering the surveys, he is most appreciative. Without their complete support it could not have been accomplished. The questions posed to both groups were not designed to gather data, per se, but rather to act as a catalyst in the discussion of orientation procedures. The purpose of the project director's visits to the schools and VTIs was to learn what procedures the professionals felt worked best. His purpose was not to conduct an evaluation of the programs. Therefore, the comments below concentrate on those procedures which appear to contribute to providing an effective orientation to the VTIs.

Both groups of professionals are cognizant of the fact that the key factor in the effective orientation of secondary school

students to the VTIs is the personal relationship which exists between school and VTI personnel. One purpose of this study was to enhance this relationship so that the primary beneficiaries of any orientation procedures which may develop as a result of this study will be the students themselves. One of the major contributions educators can make to the lives of young women and young men is to be able to provide them extensive opportunities to grow and develop so they may be able to make decisions regarding their lives. The orientation procedures which are utilized may contribute to this process.

Both groups of individuals the project director met with are aware of the value associated with providing students with as many action-oriented experiences as possible, such as field trips, open house opportunities, tours, meeting various resource people, etc. One of the areas discussed during the interviews was ways in which these experiences might be increased. Both groups are also aware that publication materials are a necessary component of the orientation process if students are to be factually informed about the various educational opportunities they might consider in their career planning. The development of the VTI catalogue is a result of the counselors and VTI personnel meeting together several years ago.

There are some problems which interfere with meeting some of the above goals. The three problems which seem most prevalent are time, travel distance, and finances; perhaps not in that particular order, but certainly these seem to be fairly common. Time seems to be the biggest problem of the three factors for both

groups. School counselors typically have a heavy student load and find it difficult to locate time in their schedule to visit all the VTIs they would like to, although most report getting to at least those closest to their school each year. VTI representatives have the same problem since their load is also heavy. Probably the travel distance in the state is one of the reasons that time becomes a factor. The project director is more cognizant of this factor since he visited in many parts of the state in the process of conducting this study. In the Suggestions section of the orientation report are some ideas which might be considered that could possible alleviate some of the problems associated with the large amount of travel involved.

If orientation is seen as one aspect of the process of providing career awareness, career exploration, and career preparation for students as they grow and develop within the educational setting, then efforts might be assessed which would contribute to providing increased orientation in an effort to contribute to the students' career development.

One purpose of the meetings with school and VTI personnel was to ascertain the orientation procedures already being utilized, while the other purpose was to gather some ideas on additional orientation procedures which might be considered. Attempting to summarize so many comments proved to be the most difficult task in writing the final report for to do justice to the many excellent ideas and suggestions would mean listing all of them individually. Programs and procedures reflect the local school and Institutes and to summarize them tends to take away the unique contributions each one has to offer. However, a few general pro-

cedures will be pointed out.

School counselors use a variety of approaches to help provide students an educational orientation experience. One of the most frequently mentioned procedures is that of working individually with the students. Other methods include group work, with an increasing number of classroom teachers taking a part as they become engaged in career education activities. Materials are available in the guidance library which relate to various educational opportunities. Parents are involved, but the procedures for implementing this contact depend upon the school. Some appraisal procedures are offered students, frequently on a voluntary basis. Visitors are invited to the school and interact with the students about either career or educational opportunities. Activities outside the school offer such experiences as field trips, tours, career or college days, etc. The above are only a few of the many different approaches utilized. Even attempting to list these invites the danger of omitting key factors.

Trying to summarize the orientation procedures the VTIs offer is just as difficult as it was with the school counselors. Probably one of the major contributions is the meeting in the schools by a representative of the VTIs. Another which appears to be well received is the open house at the VTI. The tours and field trips schools take to the VTI campus provide the students an awareness of the environment and the programs. Materials which are provided to the schools, and to students, help in the process. Some periodic print-outs or news letters are made available to the schools and these are well received. A chance

to interact with counselors at guidance meetings provides an opportunity to keep them updated on various program changes which are occurring. Telephone calls and drop-ins also provide an opportunity to broaden the education of those contacted. Again, trying to summarize the comments really doesn't do justice to the many individual approaches which are utilized.

The suggestions which the school counselors and the VTI personnel made for increasing the orientation process were varied and represented their own experiences in working with students. There does not seem to be any particular value in categorizing these by settings because the goal of the project was to identify ideas which might increase the orientation process and the suggestions become a personal contribution to that effort.

Many of the suggestions by both groups centered around efforts to increase the contacts between two institutions, and how this might most effectively be accomplished. As was pointed out earlier, the relationship between the admission counselors and the school counselors plays a key role in helping develop orientation experiences which contribute to a student's awareness of educational avenues she/he might pursue. Some of the problems (time, finances, and distance) which interfere were discussed. Other areas discussed covered ways in which students might have on-site opportunities to visit the VTIs, with some of the discussion centering around the desirability of making these experiences available to the younger student, perhaps junior high age students. Other discussions centered around application procedures and those steps which contribute to making this a smooth transition for

students. The aspect of the developing career education efforts was discussed and its contribution to the overall educational orientation of students.

Probably less important than making a list of ideas which might contribute to effective orientation for students and then serving up the list as if it were a menu from which to select, would be personal contact where the ideas might be shared among professionals from both institutions. An orientation workshop was provided to those who participated in this study. During that one day meeting together in addition to hearing about the developments occurring in vocational education, a preliminary report on the study, and the status of career education in Maine, the members attending the workshop had an opportunity to interact with each other. The feedback from this experience has been positive and perhaps the if the project director were to make any one single suggestion, it would be that increased opportunities be explored where similar sessions might be provided for admission counselors and school counselors to meet, because the understanding which results from such sessions contributes to the effective development of orientation procedures for students.

Suggestions for Increasing the Orientation Process

The Orientation Study provided the project director an opportunity to meet with representatives at all six of the Vocational-Technical Institutes, and counselors from twenty-three schools, as well as receiving survey feed-back from 1449 VTI students and 1187 tenth, eleventh, and twelfth grade high school students. (A larger number of survey forms were received from the high schools, including those from ninth graders, but only a ten percent sample of the student population in each school was used in this study.) It is felt the population which was contacted represents a sufficiently large sample from which to base some suggestions for increasing orientation procedures. There are some limitations which must be noted relative to the high school sample, however. While the nineteen high schools which were surveyed represented nearly twice as many schools as was originally planned for in the proposal, there may be raised a question as to whether the student responses are representative of students in the rest of the state. Also, there is no assurance that the students who were surveyed represent a cross-section of the student body in each school since no controls were placed on this aspect of the study. In only a few cases were all of the students in a high school surveyed.

Educational orientation, as has been stated previously in this report, is considered by the project director a responsibility of educators to be provided to all students regardless of their career goals or plans. It is within this framework that the sug-

gestions are made. It is not expected a school or institution would utilize all of the orientation procedures listed on the survey forms. Educational orientation to be effective, however, would seem to imply that a variety of methods are utilized, and that innovative and creative procedures might be explored which would meet the unique needs of as large a student population as possible. In other words, a multi-faceted, action-oriented approach to providing educational orientation might be given serious consideration. Different approaches may seem indicated because of the different career maturity level of students, available financial support, educational opportunities in the local community, etc.

People now live in an age where they are exposed to a variety of media presentations. Educators might take a lead from those in business and industry who utilize the resources of technology in informing the public. Some of these methods might be adopted in implementing educational orientation procedures. While available technology may be a limitation there still remain many local resources in the community which the school and VTIs might tap.

The suggestions which follow are presented to further enhance the orientation process. They are not provided in any order of priority. Individuals who read this report may find that some of the suggestions are more feasible to adopt and implement than others.

1. <u>The Development of an Educational Resource Center in the School, Staffed by Student Volunteers</u>

   High School students can provide a valuable service in helping to increase the availability of orientation services if they are involved in providing the service. In addition they have an opportunity to gain leadership skills and exercise responsibility. A training program for the students would be desirable. Facilities are limited in many schools but if the Cen-

ter could be located in an area near the flow of student traffic this might contribute additionally to the utilization of the available information. In addition to learning about the educational materials available to other students the guidance assistants could take responsibility for the bulletin board, posters, greeting visiting representatives, etc. Ray Humphrey presents an excellent plan for involving students in a recent edition of the Maine Personnel and Guidance Association News and Views.

2. Arranging for a VTI Representative's Visit

Perhaps one suggestion might be for counselors to make a request for a visit in the spring prior to the fall visitation. This would permit schools to be in a better position to select a preferred time for a visit. The VTI personnel might follow the same plan in establishing their fall agenda of visits by contacting the schools in the spring with some possible dates when they plan to be in the local vicinity.

3. Populations to be contacted during the VTI visit to the schools

In addition to the student population contacted in the school, VTI personnel might meet with classroom teachers as well as with the counselor. Time permitting, a meeting with one or more civic and business and industry groups will broaden the awareness of members of the community to VTIs. An evening meeting (or late afternoon) with parents would also be most helpful. At this meeting students and parents (or guardians) could be appraised of aspects such as financial arrangements, application procedures, etc. If a film or slide presentation were available the students and their parents could become more aware of the programs. If a VTI faculty member could accompany the representative this would further enhance the visit.

4. Classroom Teaching Staff Visits to the VTIs

Since the students attending VTIs represent the broad scope of the high school student population it would seem advantageous to provide high school teachers with the opportunity to visit the facilities at the VTIs. If possible this visit should coincide with a regular classroom day at the VTI, so they might have a chance to learn about the programs in action. The visit of classroom teachers might occur at the same time students take a field trip to the VTIs but arrangements should be provided to assure teachers an opportunity to interact with a group of VTI faculty members as well as tour the facilities.

5. Group Meetings in High School

In addition to the educational orientation which occurs in many schools prior to the time a student enters high school it seems a continuation of the procedure each year would be desirable. This does not in any way lessen the role of the counselor in meeting individuals throughout the year on the same topic but assures that all students are at least intro-

duced each year to the variety of post high school educational opportunities available. Even for students who do not plan on further education or already have developed career plans this experience provides each student an appreciation of the many avenues one might consider, as well as an awareness of the contributions of each of the institutions to students and to society. These group meetings might be conducted by the counselor or by a classroom teacher, or by both cooperating together.

6. Counselor Visits to VTIs

Time is a real factor in the life of the school counselor, even if his/her student ratio does not exceed that recommended by the State Department. To help keep the counselor abreast of the program developments at each of the six VTIs a variety of procedures might be considered. UMPG presented a program, "Workshop on Wheels", several years ago which might serve as a model for a program. Through a grant (perhaps EPDA, Part F) it might be possible to have a one week tour in the summer for counselors during which time they would have a chance to visit each of the six VTIs. Also, school counselors might seek released time each year to visit one or more of the VTIs in addition to the ones most frequently contacted. Over a period of two or three years it might be possible to visit each VTI. When counselors do visit the various VTIs, perhaps arrangements could be made to permit the counselor the opportunity to meet with their former high school students attending the VTI.

7. Clarification Between VTI and RTVC Terminology

Perhaps this is a minor point but some of the public as well as the students tend to be confused by these two terms since they are so nearly the same. There is no particular suggestion on how this might be accomplished. It is possible that time will solve the confusion as more people become acquainted with the purposes of the two programs, but for the present there is some confusion.

8. Utilization of Former Students in the Educational Orientation Process

Students attending the VTIs are willing to participate in the orientation process at their former high school as was dramatically demonstrated by the large percentage who responded in the affirmative on this item in the questionnaire. The specifics on how this might be accomplished are up to the local school or VTI. However, schools may wish to contact the VTI students with a similar question to that used in this survey when they make their yearly follow-up. The VTI personnel may wish to consider an in-service program for VTI students who volunteer their services. Vacation time at the VTIs might be an appropriate time to utilize the services of former students in visiting the schools from which they graduated.

9. VTI Counselors and the Maine Personnel and Guidance Association

Efforts should be considered that will continue to involve VTI counselors in the activities of the Maine Personnel and Guidance Association. Many now attend meetings and present programs but their role could be expanded in the organization. The MePGA officers may wish to discuss ways that VTI personnel can take an even more active role in the on-going Association.

10. Utilization of Information Available Through the State Department

The State Department of Vocational Education gathers a variety of information which could be of value to the school counselor as she/he works with secondary students through the process of career decision-making. While every effort needs to be assured that provisions of the privacy act are observed there is a great amount of summary information which would serve the counselor. While it may not be feasible to provide all counselors with a copy of The Maine Annual Report for Vocational Education, 1975, perhaps a summary of the pertinent data might be provided. A workshop meeting for counselors on the collected data might be presented at one of the State meetings of the Guidance Association.

11. VTI Mobile Van

With the limited number of VTI admission personnel and the great demands on their time it might be desirable to consider planning for a mobile van that would tour the state with an informational display of the programs and opportunities available at all six of the VTIs. If housing were available in the van it would not be necessary to return to a central location at regular intervals. In no way would this lessen the need for VTI admission counselors. In fact, in all probability, if this approach were taken there would even be an increased call on their services. This type of equipment could make a tour of a variety of buildings in a school system in addition to the high school. If one agrees that career awareness begins in the elementary school, such a procedure would contribute to that awareness.

12. In-Service Workshops

The State Department has provided in-service workshops for vocational educators (The Maine Annual Report for Vocational Education, 1975). If funds could be located (perhaps EPDA, Part F) it would seem that workshops might be provided to administrators, academic teachers and counselors relative to the educational opportunities at the VTIs.

13. Publications

The various publications about the educational opportunities at the VTIs appear to have a strong bearing on students' knowledge of the VTI programs. Procedures may need to be

assessed to determine the most feasible way of providing each school with all of the publications of the six VTIs and refurbishing the supply when it gets low in the local school. There appears a need, especially for the non-school population, to also have this information. Ways might be explored to increase the number of places where such information might be available to the public at large.

14. Films and Slide Presentations

A variety of multi-media approaches might be considered to provide increased orientation to the VTIs, both for the student population and the public at large. Most schools have tape recorders and slide projectors and a short presentation on a particular course might be a good follow-up to a film presentation on the general purpose of the VTIs. The slide presentations might be placed in a central location and available on a loan basis. The slide presentations do not need to be produced professionally to be effective. VTI students could make a series on each of the programs at a relatively low cost per presentation.

15. Utilization of Public Media

It is hard to assess the impact of Radio, T.V., Newspapers, etc. in terms of providing orientation information. The survey seems to suggest that this may be an appropriate source to consider further, especially in terms of the out-of-school population. There is another value associated with such presentations which is also hard to assess. This is the value to the public of becoming aware of the educational opportunities throughout the state.

16. VTI Student Profiles

In order to help high school students make realistic decisions regarding specific VTI programs it might be valuable if the counselors had a general profile of students enrolled in each of the programs, i.e. courses taken in high school, general level of grades, etc. to share with high school students. This is somewhat different from a description of the requirements to enter a program. Such a profile might be helpful not only for those ready to make an application but also to younger students who are planning their high school programs.

17. Visits and Field Trips to VTIs

The actual experience of having contact with the VTIs was cited by both high school students and VTI students as well as by the counselors and VTI personnel as very valuable. There are numerous approaches which might be considered but they will not be explored here. Rather, awareness of the impact of this experience should be explored by both the schools and the VTIs and ideas generated for providing the opportunities for students to have personal contact with VTIs.

18. Further Expansion of this Study

A committee of VTI personnel and school counselors, as well as other interested parties, might consider further the implications of this study and consider procedures for implementation of some of the suggestions. One purpose of such a committee would be to further the working relationship of these two groups thus helping to insure that all students are the recipients of a concerted orientation effort.

Summary and Conclusions

This study has attempted to identify the orientation procedures which contribute to helping high school students become acquainted with the Vocational-Technical Institutes in Maine. In an effort to accomplish this objective a number of school counselors were interviewed as were the VTI personnel at the six Vocational-Technical Institutes in Maine. A sample of ten percent of the tenth, eleventh and twelfth grade students in nineteen high schools were surveyed, as were over 1400 VTI students.

Enrollment in the Vocational-Technical Institutes of Maine has been dramatic over a relatively short period of time (1976), and it is anticipated that the demands for the education provided by them will continue. One major key component in helping students to receive an orientation to the VTIs is the close personal working relationship between school counselors and personnel at the VTIs. This relationship is very important because of the impact it can have on the lives of young men and young women. These professionals can aid in the complex process of the career development of students, which is both a challenge and an opportunity.

Educational orientation, so far as this study is concerned, is not synonymous with "giving out information." Certainly the act of making information available to students is a key component in the process of orientation, but orientation is much more than information. It is an involved on-going process that requires the efforts and contributions of many individuals and their many talents. It is "student-oriented", and therefore the

student is an active participant in the total process. If nothing else has come out of this study, it is the fact that no single procedure constitutes orientation. If individuals are to learn to make plans and develop decision-making skills they need an approach which is tailored to meet their needs and patterned after their style of response. Education can no longer be centered on segments of the student but must be an integrated effort and process where the entire cognitive, affective and psychomotor aspects of life are interrelated - a place where thinking, feeling, and doing, really do occur. Orientation procedures can help to facilitate this integration.

No attempt will be made in this Summary to actually summarize the findings. These are well documented throughout the study as reported by VTI students, school students, counselors and VTI personnel. In addition, the suggestions near the end of the report are addressed to some of the key points in the study. Certainly there were sources which were identified in the study as having been utilized more frequently by both high school and VTI students. In addition some of the sources were identified as having been perceived as contributing more to the learning process than others. If one were to stop at that point, however, and assume that the sources most frequently used, and those which were perceived as most valuable, were the ones to use, a major mistake might be made. Orientation is a very personal experience and rather than attempt to limit the number of orientation experiences to those most frequently used, or perceived as most helpful, we should be exploring other avenues as well, which might meet the

needs of an even larger segment of the population. True, studies should continue to be conducted to determine what is working, just as this one attempted to do. Likewise, efforts need to be expended to capitalize on those procedures and processes which seem most effective. For instance, in this study it was very obvious that many of the students, as well as those out-of-school, are learning in part about the VTIs from those who have experienced the education at a VTI. Everything that we know about the power of the peer group should indicate to us that this is an important factor, and yet not often in the educational experience provided students are provisions made to capitalize on the power which is available. For that reason, it is important to know what works and then use it. But it is also important to identify those sources few select and perhaps try a different approach to see what might make them more effective and in the process expand the available orientation opportunities.

There are some limitations in this study. These are noted in the report. On the other hand, if a further degree of awareness of the need to provide orientation has been imparted through the stimulation of this study, then it has made a worthwhile contribution. If the report is filed and nothing happens as a result to broaden the awareness of students to themselves and to the world around them, this is unfortunate. There is limited merit in studies, surveys, research, etc., unless as a result something happens which ultimately provides students an opportunity to be better prepared to live in a highly technologically sophisticated society where the decision-making process is not a one

time thing, but a process today's students will go on making throughout the rest of their lives. The challenge to educators is to be a part of another's life, and one way this can be accomplished is through varied orientation procedures which attempt to meet the needs of the student. Perhaps through this process we can help students make this a better world than it was when they arrived in it.

This report could not rightfully be completed without again thanking all of the dedicated people who contributed their time and efforts to cooperate with the project director. Their contributions to this project have been most appreciated and through their efforts this study has been accomplished.

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APPENDIX A

To: Students Enrolled in Vocational-Technical Institutes in Maine

From: Edward Johnson, UMO, Project Director of the Orientation Study

I would appreciate your help.

I am conducting a survey of Vocational-Technical Institute students to learn what they feel are the most helpful ways to acquaint high school students with the educational opportunities at the VTIs. Since you are enrolled in a VTI I am interested in the factors which influenced your decision. Your help in completing the following questionnaire will make it possible to develop guidelines for working with high school students as they develop their career plans.

The information from the questionnaire will be summarized and no individuals or institutions will be identified. Please do not place your name on the questionnaire. (The information is gathered on a voluntary basis and if you prefer not to complete the questionnaire just turn it in blank when the others are collected.)

Thank you for your help. It will be valuable in helping others.

1. What program are you presently enrolled in? _____
2. When did you first learn about the VTIs? Elementary School ____ Junior H.S. ____ Grade 9 ___ 10 ___ 11 ___ 12 ___ After high school ___ (Check one)
3. When did you decide you wanted the education available at a VTI? Grade 9 ___ 10 ___ 11 ___ 12 ___ After high school ___ (Check one)
4. What course of study did you take in high school? _____
5. What year did you graduate from high school? _____
6. Have you visited your former high school since you enrolled in the VTI? ____
7. If the opportunity were provided, would you be willing to talk with students at your former high school about your VTI program? _____
8. What is your age? 18-21 __, 22-25 __, 26-29 __, 30 or older __
9. Sex: Male __, Female __
10. Which of the sources on the following page played a part in helping you to learn about the educational opportunities at the VTI? Please indicate how helpful each of them were to you.

(Please continue on the next page)

Sources Related to my Learning about the VTI Programs	How Helpful Were These Sources in Acquainting you with the VTI Programs? (Check appropriate category. If any of the sources were not used, mark the "Not Used" box.)			
	Very Helpful	Some Help	Little Help	Not Used
a) Group or class career meetings with the H.S. guidance counselor to discuss VTIs				
b) Individual discussions with H.S. guidance counselor about the VTI				
c) Told about the VTI by a high school teacher				
d) Career Day or College Night at the high school where a VTI representative was present				
e) Visit by VTI representatives to speak to high school students				
f) A visit or field trip to the VTI while in high school				
g) Information about the VTIs in the H.S. library or guidance office				
h) Films or filmstrips about the VTI				
i) Posters in H.S. about VTIs				
j) VTI catalogues and brochures				
k) Information about VTIs from parents or guardian				
l) Information about VTIs from a brother or sister				
m) Information from friends attending a VTI				
n) Radio or TV news or announcements about the VTIs				
o) Newspaper articles or announcements about the VTIs				
p) Open House program at the VTI				
q) Through a Veterans Affairs Officer				
r) Other factors (Please indicate)				

11. What recommendations or suggestions do you have for helping high school students become acquainted with the opportunities at the VTIs? (Please use the back of this paper for your answer.)

Thank you for your help.

APPENDIX B

To: High School Students

From: Edward Johnson, UMO, Project Director of the Orientation Study

I would appreciate your help.

I am conducting a survey of high school students to find out what they feel are the most helpful ways of learning about the educational opportunities at the six Vocational-Technical Institutes (VTIs) in Maine. Your answers to the questionnaire will make it possible to develop guidelines that schools might find helpful in working with students as they develop their career plans for after high school.

The information from the questionnaire will be summarized and no individuals or schools will be identified. Please do not place your name on the questionnaire. (The information is gathered on a voluntary basis and if you prefer not to complete the questionnaire, just turn it in blank when the others are collected.)

Thank you for your help. It will be valuable in helping others.

1. What grade are you in? _____
2. What subjects are you taking this year? _____
3. What are your plans for a career after high school? _____
4. How old are you? _____
5. Sex: Male ___ Female ___
6. There are six Vocational-Technical Institutes in Maine which offer programs. Please answer the questions below:

   a) List as many of the six VTIs as you can, either by name, or the town in which they are located: _____

   b) Are you acquainted with some of the programs available at the VTIs? Yes ___ No ___ If yes, please list one or more of the programs. _____

   c) Are you acquainted with the requirements to be admitted into a course of study at a VTI? Yes ___ No ___ If yes, please list some of the requirements _____

   d) Indicate the length of time it takes to complete programs at the VTIs _____

If you were able to answer any part of Question 6 above, continue on to the next page. If not, leave the next page blank.

7. If you have heard about any of the six VTIs, I am interested in knowing how you found out about them. How helpful was each of the following sources in acquainting you with the VTIs?

Sources Related to my Learning about the VTI Programs	How Helpful Were These Sources in Acquainting you with the VTI Programs? (Check appropriate category. If any of the sources were not used, mark the "Not Used" box.)			
	Very Helpful	Some Help	Little Help	Not Used
a) Group or class career meetings with the H.S. counselor				
b) Individual discussions with the H.S. counselor about the VTI programs				
c) Told about the VTIs by a H.S. teacher				
d) College Night or Career Day meetings at which a VTI representative was present				
e) Visits by VTI representatives to speak to H.S. students				
f) Visit or field trip to a VTI				
g) Information about the VTIs in the school library or guidance office				
h) Films or filmstrips about the VTIs				
i) Posters in the H.S. about VTIs				
j) VTI catalogues and brochures				
k) Information about VTIs from parents or guardians				
l) Information about VTIs from a brother or sister				
m) Information about VTIs from former H.S. students or friends now attending a VTI				
n) Radio or TV news or announcements about the VTIs				
o) Newspaper articles or announcements about the VTIs				
p) Open House at the VTI				
q) Other sources (please indicate)				

8. How do you think High School students could become acquainted with the VTIs? (Please use the back of this paper for your answer.)

APPENDIX C

To: School Counselors

From: Edward Johnson, Associate Professor, University of Maine at Orono

Re: A survey of procedures utilized to orient high school students with the opportunities at the six Vocational-Technical Institutes in Maine.

Dear Friends:

In the process of surveying the procedures utilized to orient high school students with the opportunities at the six VTIs I am seeking information from these four groups: 1) High School Counselors, 2) High School students, 3) VTI personnel and 4) VTI students.

From the High School Counselors I am interested in determining:

1. What they feel are the most effective procedures VTI personnel use to orient high school students to the VTIs.
2. What procedures school counselors use to aid in the process of orienting high school students to the VTIs, and
3. What counselors recommend for increasing the effectiveness of the orientation process.

I would like to look first at the orientation services provided by the VTIs and then those provided by the counselors, including the counselors' recommendations for increasing the effectiveness of the orientation services.

Orientation services provided by the VTIs

Which of these services do the VTIs provide you and your students?

a) Are general catalogues describing the six VTIs made available to you yearly? ____
b) Do you request these or are they provided without a request? ____
c) Are brochures describing special programs at VTIs sent to you? ____
d) Do you request these or are they provided without a request? ____
e) Do you receive enough of the catalogues or special brochures to provide all students who indicate an interest? ____
f) How many of the six VTIs provided you brochures about their various programs this year? ____
g) Were you provided the opportunity to receive a film or filmstrip about a VTI this year? ____
h) How many of the six VTIs offered to send a representative to your school this year? ____ Last year? ____
i) How many of the six VTIs invited you or your students to visit their VTI this year? ____
j) How many of the six VTIs have attended a College Night (Career Day) in which your school participated in the last 3 years? ____
k) How many of the six VTIs provide you feedback about your former students now attending the VTI? ____
l) How many of the six VTIs provide you a profile of general characteristics of students in the various programs? ____
m) How many of the VTIs involve you in the program selection of your students admitted to the VTI? ____
n) Are your former high school students now attending a VTI encouraged to return to their high school to discuss their program? ____
o) Do VTI personnel attend your district MePGA meetings? ____

High School Orientation Services

Indicate the degree of help you feel each of these sources plays in providing high school students an orientation to the VTIs.

Sources related to students learning about the VTIs	How helpful do you feel these sources are in acquainting high school students with the VTIs? (If any of the sources were not used mark the "Not Used" box.)			
	Very Helpful	Some Help	Little Help	Not Used
a) Group or class career meetings with the H.S. counselor				
b) Individual discussions between student and the counselor				
c) Teachers informing students about the VTI programs				
d) College Night or Career Day at which a VTI representative is present				
e) Visits by VTI representatives to speak to high school students				
f) Visit or field trip to a VTI				
g) Information in the library or guidance office				
h) Films or filmstrips about the VTIs				
i) Posters in H.S. about VTIs				
j) VTI catalogues and brochures				
k) Information from parents or guardian				
l) Information from a brother or sister				
m) Information from former H.S. students or friends now attending a VTI				
n) Radio or TV news or announcements				
o) Newspaper articles or announcements about the VTIs				
p) Open House at the VTI				
q) Other factors (please indicate)				

What recommendations or suggestions do you have for increasing the effectiveness of the orientation process to the VTIs? (Please use the back of this paper for your answer.)

Thank you

APPENDIX D

To: VTI Administrators and Admission Counselors

From: Edward Johnson, Associate Professor, University of Maine, Orono

Re: A survey of procedures utilized to orient high school students with the opportunities at the six Vocational-Technical Institutes in Maine

Dear Friends:

In the process of surveying the procedures utilized to orient high school students with the opportunities at the six VTIs I am seeking information from four groups: 1) VTI Administrators and Admission Counselors, 2) VTI students, 3) High School Counselors, and 4) High School students. From the VTI Administrators and Admission Counselors I am interested in determining:

1. What they feel are the most effective procedures high schools use to orient students to the VTIs
2. What procedures VTI personnel utilize to aid in the process of orientating high school students to the VTI, and
3. What recommendations VTI personnel have for increasing the effectiveness of the orientation process

I would appreciate if we could discuss together each of the above aspects. In order to help us get started I have listed some procedures which may be a part of the orientation process. They are not exclusive and during our discussion other procedures may be identified which contribute to helping students become acquainted with the VTIs.

---

1. Visits: Do school counselors visit your VTI? How often? How many? From how many schools? How far away do they come for visits? Do high school students visit your campus? How often? How many schools do they represent? Do some come as a result of a field trip organized for a group? Who arranges for these? How often do VTI personnel visit high schools? How many are typically visited in a year? How wide a geographical area is covered in your school visits? Who initiates a visit to the school? Who initiates a visit to the VTI? Do you sponsor open-house opportunities for students and their parents? What reception do you get?

2. Contacts with High School students and their parents: When VTI personnel go to high schools, what grades do you try to contact? Do you see students in classes? Other groupings? Individually? Are you invited to attend College Days (Nights) at the high schools? What contact do you have with the parents of high school students? Contact with other people in the community? Are any specific procedures utilized to seek out female students for the VTI program? If so, what are they? How do students and their parents learn about VTI expenses and any financial aid which might be available? How are high school students made aware of the requirements in each of the specific programs at the VTI? Are interest or aptitude measures used in conjunction with the admissions process? What part do high school grades have to play in the ad-

mission process? How does a high school student learn about this information?

3. Professional contacts: Are VTI personnel invited to attend MePGA local and state meetings? If so, are they represented? Do you make presentations at local or state guidance meetings on the VTIs? How often? Do you conduct in-service informational programs for high school counselors and teachers? At the VTI? At the high school? What kinds of requests have come to you from school counselors relative to aid in the orientation process? What kinds of things do you find interfere with providing for these requests? *

4. Information sources: Who furnishes the VTI catalogue to the local schools? How about the separate brochures about specific programs in the different VTIs? How widely distributed throughout the state are brochures about your offerings? Who initiates the distribution? Do you have films or filmstrips about your programs which are available to the local schools? How are these distributed? What is the geographical area they cover? What feedback do you get on their use? What grade students get to see them? Do you use other mass media such as radio, TV or the newspaper to tell the story of your VTI? What response from prospective students do you get from this use?

5. VTI students: Do you provide high school counselors with follow-up information on their former students now attending your VTI? How is this handled? Who initiates the request? Are VTI students provided an opportunity to visit their former high school and talk about the VTI program in which they are enrolled? Do you have a training program to help them prepare for this experience? Has such a request come from the high school? Are school counselors provided a profile of the characteristics of student groups in various VTI programs?

6. What other procedures should be considered in the orientation process?

7. Which of the procedures considered above seem to be most effective?

8. What recommendations do you have that school counselors might consider as they provide high school students an orientation to post-high school opportunities?

* add to No. 3 above: Have any criterion-based appraisal procedures been developed to aid in the selection process prior to admission?

APPENDIX E

School and VTI Orientation Workshop
Program

June 9, 1976

Holiday Inn, Waterville

10:30 a.m. to 3:30 p.m.

10:30 to 10:45	Registration and Coffee, Holiday Inn, Waterville
10:45 to 11:15	Welcome and Comments: Mr Richard Knight, Director, VTIs in Maine Program Notes, Dr. Edward Johnson, UMO, Project Director for the Orientation Study
11:15 to 12:15	The Present and Future of Vocational Technical Education in Maine. Mr. Elwood Padham, Associate Commissioner of Educational and Cultural Services, and a panel of VTI Personnel
12:30 to 1:30	Dinner and Report on the Status of Career Education, Dr. Charles Ryan, UMO and State Department of Education
1:30 to 2:15	Orientation Study Report, Dr. Edward Johnson, Project Director
2:15 to 3:15	School and VTI Workshop on Strategies for Increasing Orientation Effectiveness. Small group discussions on various aspects of the orientation process.
3:15 to 3:30	Report back to group on suggested strategies for increasing orientation effectiveness

APPENDIX F

HERMON HIGH SCHOOL
GUIDANCE OFFICE
R. F. D. 2 HERMON BOX 342
BANGOR, MAINE 04401

April 16, 1976

Critique of "A review of Effective Procedures Utilized to Orient Secondary School Students with the Vocational - Technical Institute Training Programs in Maine."

The objectives are well stated, and by approaching the problem from four viewpoints - high school students, VTI students, school counselor and VTI directors - sufficient data should be obtainable, plus having the added dimension of being able to check on this data from the various viewpoints. The sharing of the results of the study is most important and a one-day workshop - as opposed to a series of area workshops - may not be sufficient.

The survey instrument to be used with both groups of students will be quite important, however, the interviews with counselors and VTI administrators will be critical to the problem as they will be much more subjective. The expertise of the interviewer, especially in interpretation will be most important. The investigator's background would indicate an understanding use of this area.

This is a well laid out program which also emphasises the nature, and limitations of the program. The time limits may prove to be a little restrictive particularly in the time alloted to survey the students.

In sumary this appears to be a well thought out proposal both in the gathering, and the dispersal, of information. This should prove to be a useful tool for all concerned.

Ralph T. Carr
Guidance Director

RTCrs

APPENDIX G

SUMMARY OF

CAREER AND OCCUPATIONAL DEVELOPMENT OBJECTIVES

I. Prepare for making career decisions

- A. Know own characteristics relevant to career decisions
- B. Know the characteristics and requirements of different careers and occupations
- C. Relate own personal characteristics to occupational requirements
- D. Plan for career development or change

II. Improve career and occupational capabilities

III. Possess skills that are generally useful in the world of work

- A. Have generally useful numerical skills
- B. Have generally useful communication skills
- C. Have generally useful manual-perceptual skills
- D. Have generally useful information-processing and decision-making skills
- E. Have generally useful interpersonal skills
- F. Have employment-seeking skills

IV. Practice effective work habits

- A. Assume responsibility for own behavior
- B. Plan work
- C. Use initiative and ingenuity to fulfill responsibilities
- D. Adapt to varied conditions
- E. Maintain good health and grooming

V. Have positive attitudes toward work

- A. Recognize the bases of various attitudes toward work
- B. Hold competence and excellence in high regard
- C. Seek personal fulfillment through own achievements
- D. Value work in terms of societal goals

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